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**IDENTIFIERS**

**ABSTRACT**

Findings of a review of school district administrative spending conducted by the Mississippi Legislature's Performance Evaluation and Expenditure Review (PEER) Committee are presented in this report. Findings indicate that Mississippi school districts paid \$94 million in salaries to central office administrators and principals in fiscal year 1992. Some districts spent relatively high amounts per pupil on central office administrators' and principals' salaries. Spending per pupil varied almost 700% between the highest- and lowest-spending districts. However, when students' socioeconomic backgrounds are taken into account, students in districts with high administrative costs did not perform significantly better on standardized tests than those in districts spending less per student. Districts could save more than \$8 million in administrative salaries through a proposed cap on administrative salary spending (i.e., \$200-225 per pupil). Slightly more could be saved by combining the cap with countywide consolidation of districts. Savings could then be redirected to improve classroom instruction. Seven specific recommendations are offered. The report includes 16 exhibits and appendices that list administrative job titles and the total salary expense for the specified employees in each district, the per-pupil spending for these employees in each district, and the number of employees in these positions per 1,000 students. (LMI)

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Report To

#299

# The Mississippi Legislature



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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## School Districts' FY 1992 Spending for Central Office Administrators' and Principals' Salaries and Potential Administrative Savings Available for Redirection to Classroom Instruction

June 16, 1993

Mississippi school districts spent \$94 million on salaries for central office administrators and principals in FY 1992 (approximately \$110 million with fringe benefits). Spending per pupil for central office and principals' salaries varied by almost 700% from the highest-spending district to the lowest-spending district. However, districts spending more on administrative salaries did not perform better on measures of student achievement than low-spending districts with comparable students.

Without consolidating districts, Mississippi's 149 school districts could redirect more than \$8 million in administrative salaries and fringe benefits into classroom instruction by limiting administrative salary spending to \$225 per pupil for small districts and \$200 per pupil for districts with more than 3,500 students. Slightly more could be redirected statewide by combining a cap on administrative salary spending with county-wide consolidation of districts in thirteen counties.

6A 025202  
**The PEER Committee**

## **PEER: THE MISSISSIPPI LEGISLATURE'S OVERSIGHT AGENCY**

The Mississippi Legislature created the Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER Committee) by statute in 1973. A standing joint committee, the PEER Committee is composed of five members of the House of Representatives appointed by the Speaker and five members of the Senate appointed by the Lieutenant Governor. Appointments are made for four-year terms with one Senator and one Representative appointed from each of the U. S. Congressional Districts. Committee officers are elected by the membership with officers alternating annually between the two houses. All Committee actions by statute require a majority vote of three Representatives and three Senators voting in the affirmative.

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**School Districts' FY 1992 Spending for Central Office  
Administrators' and Principals' Salaries and Potential  
Administrative Savings Available for Redirection  
to Classroom Instruction**

**June 16, 1993**

**The PEER Committee  
Mississippi Legislature**

The Mississippi Legislature

**Joint Committee on Performance Evaluation and Expenditure Review**  
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June 16, 1993

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At its meeting of June 16, 1993, the PEER Committee authorized release of the report entitled **School Districts' FY 1992 Spending for Central Office Administrators' and Principals' Salaries and Potential Administrative Savings Available for Redirection to Classroom Instruction.**

  
\_\_\_\_\_  
Representative Cecil McCrrory, Chairman

**This report does not recommend increased funding or additional staff.**

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# **School Districts' FY 1992 Spending for Central Office Administrators' and Principals' Salaries and Potential Administrative Savings Available for Redirection to Classroom Instruction**

## **Executive Summary**

**June 16, 1993**

### **Introduction**

PEER reviewed school district administrative spending in response to a legislative request. This study provides information on:

- school district spending on salaries for central office administrators and school principals in FY 1992;
- a level of administrative salary spending that could serve as a guide for legislation capping district administrative salary expenditures; and,
- amounts that could be redirected from administrative salaries to classroom instruction as a result of a proposed cap on administrative spending.

### **Overview**

Mississippi school districts paid \$94 million in salaries to central office administrators and principals in FY 1992 (approximately \$110 million with fringe benefits). Some districts spent relatively high amounts per pupil on central office administrators' and principals' salaries. However, when students' socioeconomic backgrounds are taken into account, students in districts with high administrative costs did not perform significantly better on standardized tests than those in districts spending less per student on administrative salaries.

School districts could save more than \$8 million in administrative salaries through a proposed cap on administrative salary spending (\$225 per pupil for small districts and \$200 per pupil for districts with more than 3,500 students). Districts could save slightly more by combining a cap on administrative salary spending with county-wide consolidation of school districts in thirteen counties. School districts could then redirect the amounts they save on administration to improve classroom instruction.

### **Findings**

#### ***Administrative Salary Spending and Achievement in Mississippi School Districts (page 5)***

School districts' FY 1992 spending per pupil for central office and principals' salaries varied by almost 700% from the highest-spending district to the lowest, but districts with high administrative salary spending did not perform better on measures of student achievement than low-spending districts with comparable students.

Districts varied by a factor of 6.8 in their spending per pupil on central office administrators' and principals' salaries (from \$71 per pupil in the Neshoba County School District to \$484 per pupil in Bolivar Consolidated District #2, which cost seven times Neshoba County's per-pupil expenditure).

- *The wide range among districts in FY 1992 administrative salary spending per pupil is a result of differences among districts in the density of administrative positions, in salaries paid to administrators holding those positions and in the number of pupils in each school district.*
- **Density of administrative positions (page 6).** In general, districts with a high proportion of administrators per 1,000 pupils were the same districts whose total administrative salary expenditures per pupil were high.
- **Administrators' salaries (page 8).** The district with the highest average salary for central office administrators and principals in FY 1992 paid more than twice as much per administrator (\$45,321) as the district with the lowest average salary (\$20,409).

- **Size of the student body (page 8).** In general, smaller districts spent more per pupil on central office and principals' salaries in FY 1992 than did larger districts.
- *On average the test performance of students in school districts with relatively high administrative salary expenditures per pupil was no better than the average performance of districts with lower per-pupil administrative salary expenditures on an index measuring district performance in relation to other districts with students from similar socioeconomic backgrounds.*

PEER's limited study of the relation between FY 1992 central office salary expenditures and student achievement found no significant difference between the performance of students from districts with relatively high administrative salary expenditures per pupil and those with moderate to low expenditures.

### ***Factors Affecting Levels of Administrative Spending (page 12)***

Although district wealth (the value of taxable property per pupil) might be expected to drive administrative salary expenditures per pupil, PEER found that districts' per-pupil administrative salary expenditure levels are more closely related to districts' general inclination to spend more or less per pupil, regardless of the value of taxpayers' property, than they are to district wealth.

The factor that best predicts the salary amount per pupil paid to central office administrators and principals in Mississippi school districts is the district's total spending per pupil. Because administrative spending is one of the components of total expenditure per pupil, some correlation between these variables would be expected. However, administrators' and principals' salaries, which average \$200 per pupil, make up only 6% of the average expenditure per pupil (\$3,345). Yet the variation in administrative salary expenditure per pupil alone explains more than half the variance in total per-pupil spending among districts.

By contrast, district wealth (assessed value per pupil), a variable that would be expected to have a close relationship with administrative spending, explains only about 5% of the variance in administrative salary spending per pupil among districts.

In other words, some relatively poor districts spent more per pupil on administrative salaries than did wealthier districts that could better afford high expenditures.

Because of the willingness of taxpayers in some districts to support education in general, decision-makers in these generally high-spending districts may be more successful in funding central office administrators' and principals' positions than are superintendents and boards in districts with a less supportive public.

### ***Savings Available for Redirection from Administrative Salaries to Classroom Instruction (page 15)***

Capping administrative salary expenditures in all districts at \$200-\$225 per pupil could make available for local reallocation approximately \$8.2 million annually. In addition, countywide consolidation of school districts in thirteen of Mississippi's forty-seven multi-district counties would increase the amount available for reallocation to more than \$9 million annually.

PEER selected the following administrative salary expenditure levels as the proposed caps on administrative spending:

- \$225 per pupil for districts with fewer than 3,500 pupils in average daily attendance
- \$200 per pupil for districts with more than 3,500 pupils in average daily attendance

These are relatively lenient spending thresholds. Approximately 60% of all school districts in Mississippi spent less than the proposed cap for districts of their size in FY 1992.

Imposing the proposed cap without consolidating districts would free \$8.2 million for redirection to improve classroom instruction. Consolidating districts in all forty-seven multi-district counties would decrease the amount saved through the proposed cap to \$6.9 million, while consolidating only thirteen of the forty-seven multi-district counties would increase the amount saved to \$9.1 million.

Full consolidation would decrease savings because the efficiency of districts with low administrative salary spending would be lost through consolidation. A county with one district spending less than average on administrative salaries and an-

other district spending more than average might combine to form a district that would spend approximately the amount permitted by the cap, resulting in little or no overall savings from the cap. If, instead of consolidating, the more efficient district were to remain separate from the less efficient district, the efficiency of the first district would be retained while the spending of the less efficient district would decline as a result of the cap, resulting in greater total savings.

School districts could redirect amounts saved to supplement spending at the classroom level (e.g., to improve salaries for more experienced teachers). An emerging body of research shows a direct, positive effect on student achievement when funding for certain classroom-level expenditures is increased (e.g., funding to ensure a supply of experienced teachers). The same studies show little or no effect on achievement when administrative spending is increased.

## Recommendations (page 31)

1. School districts spending more than the cap proposed in this study should voluntarily review their own spending levels and their use of administrative staff. They also should review factors that improve student performance in their district. Through attrition, retraining or some other method, districts should redirect any administrative resources that could be better used at the classroom level.
2. The Mississippi Board of Education should review existing education research and conduct original research to identify correlates of student achievement, particularly in Mississippi. One portion of this research should address the relation between administrative salary spending and student achievement, controlling for students' socioeconomic background. The board should use its own data bases on system inputs and student outcomes in Mississippi to conduct this portion of the study.
3. Based on the above research and any additional research that might be necessary, the State Board of Education should provide guidelines to school districts regarding optimum levels of administrative salary spending and optimum use of administrative resources to improve instruction. The board should provide these guidelines to the school districts for their use in preparing FY 1996 district budgets.
4. If the Legislature chooses to cap districts' administrative salary expenditures, regulations establishing these caps should include a provision that would allow the State Board of Education to grant limited exemptions to petitioning districts. The board should base any exemption on quantitative data demonstrating that directing the funds in question (the amount by which the district exceeds the cap) to another area of expenditure as opposed to administrative salaries would negatively impact student achievement. The board should grant exemptions only for limited periods.
5. If the Legislature chooses to cap administrative salaries, consideration should be given to expressing the statewide per-pupil cap as a percent of instruction-related expenditure for a prior year. For example, a FY 1994 cap of \$200 and \$225 would have been expressed as .82% and .92%, respectively, of the FY 1992 average classroom teacher's salary in Mississippi (\$24,367). Using a percentage of a prior year's spending instead of a specific dollar amount would avoid any need for amending the law or board policy as the value of the dollar changes with inflation.
6. If the Legislature chooses to cap administrative salaries, consideration should be given to requiring the districts to minimize loss of federal funds.
7. The Legislature should consider establishing incentives to encourage school districts to retain or increase current levels of efficiency. For example, the Legislature could designate that a specified portion of the funds currently appropriated to the Minimum Program supportive services category be used by the State Board of Education to match some portion of the difference between the per-pupil administrative salary cap and the district's prior year administrative salary expenditure per pupil. This match would be available only to districts spending less than the cap.

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# **School Districts' FY 1992 Spending for Central Office Administrators' and Principals' Salaries and Potential Administrative Savings Available for Redirection to Classroom Instruction**

## ***Introduction***

### **Authority**

The PEER Committee directed its staff to review school district administrative salary expenditures. MISS. CODE ANN. Section 5-3-57 (1972) authorizes the PEER Committee to perform such reviews.

### **Scope**

PEER reviewed certain aspects of school district administrative spending in response to a legislative request for information on:

- the amount each school district spent on salaries for central office administrators and school principals in FY 1992;
- a level of administrative salary spending that could serve as a guide for legislation capping district administrative salary expenditures; and,
- amounts that could be redirected from administrative salaries to classroom instruction as a result of a proposed cap on administrative spending.

### **Overview**

Mississippi school districts paid \$94 million in salaries to central office administrators and principals in FY 1992 (approximately \$110 million with fringe benefits). On average, the districts spent \$200 per student for central office administrators' and principals' salaries (6% of the \$3,345 per-pupil cost). Appendix A, page 35, lists administrative job titles used in arriving at districts' administrative salary spending levels. (Throughout this report, the expression "administrative salary spending" refers to school districts' spending on salaries for all employees with the job titles listed in Appendix A.) Appendix B, page 36, lists the total salary expense for the specified employees in each school district, the per-pupil spending for these employees' salaries and the number of employees in these positions per 1,000 pupils.

In a second area of analysis PEER found that, when students' socioeconomic backgrounds are taken into account, students in districts with high administrative salary costs did not perform significantly better on standardized tests than those in districts spending less per student.

PEER also examined the potential fiscal impact of reducing the number of districts in some counties and capping administrative salary expense for consolidated county districts. School districts could save more than \$9 million in administrative personnel and school board expense by implementing a cap on administrative salary spending (\$225 per pupil for small districts and \$200 per pupil for districts with more than 3,500 students) and through county-wide consolidation of school districts in thirteen counties. School districts could redirect the amount saved on administration to improve classroom instruction. PEER used school district personnel data and other data reported to the State Department of Education to compile this information and to conduct the analyses described below.

This report provides information on levels of current administrative salary expenditure and suggests action the Legislature, the State Board of Education and local districts could take to redirect any administrative spending which they determine to be unnecessary. With the exception of the analysis of test data described above, PEER did not evaluate the performance of school district administrators or review districts' effectiveness in utilizing existing administrative positions. To derive maximum benefit from district administrative expenditures, the State Board of Education and local districts should supplement efforts to control costs with additional research and action toward effective use of administrative staff.

## ***Background: Sources of Funds and Lack of Standards for Administrative Salary Expenditures***

Local school districts use local, state and federal funds to pay administrative salaries. Mississippi's Minimum Foundation Program, the funding mechanism for the system of kindergarter through twelfth-grade education, provides state general fund support for administrative salaries through three funding categories. The districts use a portion of the funds appropriated to these categories to pay the salaries of central office personnel and principals.

Following are the Minimum Program funding categories from which central office administrators and/or principals may be paid. The state General Fund is the source of approximately 97% of all Minimum Program funds.

- *District Administration (\$3,363,083 in FY 1994):* MISS. CODE ANN. Section 37-19-31 allots \$15,000 per school district and \$50 per teacher unit in excess of fifty teacher units, up to a total of \$25,000 per district. On average districts will receive \$22,571 from this source in FY 1994. The districts may use these funds to pay a portion of the salary of the superintendent and of other central office personnel, as well as other district expenses.
- *Local Administration (\$2,035,610 in FY 1994):* MISS. CODE ANN. Section 37-19-19 allots \$75 per teacher unit for paying or supplementing superintendents' and principals' salaries. On average districts will receive \$13,662 from this source in FY 1994.
- *Supportive Services (Regular) (\$102,187,604 in FY 1994):* MISS. CODE ANN. Section 37-19-21 states that each school district shall be allotted \$3,765 per teacher unit "for use in supportive services." Until FY 1994, use of these funds was restricted to salaries of teachers of music, art, physical education and certain other subjects; salaries for principals, assistant principals and other administrative staff; as well as other specific areas of expenditure. However, the 1993 Legislature amended this section to remove all restrictions previously listed. As a result, in FY 1994 the districts will receive over \$100,000,000 (an average of approximately \$685,000 per district) in state General Fund dollars for which the Minimum Program law provides no specific limitations. Conceivably, a district could use any portion of these funds to increase salaries or to create additional positions, or could direct the funds to virtually any project or activity (e.g., athletics, maintenance of buildings and grounds).

No state or national standards exist to provide guidance on optimum levels for administrative salary spending or for administrative spending in general, nor is data on administrative salary spending in other states

available for purposes of comparison. Aside from restrictions imposed by lack of funds, the only true restriction on administrative salary spending in Mississippi is set forth in statute. That restriction, which was a component of the 1992 bill increasing the state sales tax (codified at MISS. CODE ANN. Section 37-61-330), requires school districts to reduce the amount budgeted for "general administration" by 1% in FY 1993 and 2% per year for each of the next four years (through FY 1997).

The following sections describe the high degree of variation PEER found in expenditures per pupil among apparently similar districts. PEER also found a lack of evidence justifying high administrative salary spending. These conditions suggest that some districts may spend more than necessary for administrative salaries at the expense of efforts that would affect more directly the quality of classroom instruction.

## ***Findings***

Some school districts spend far more on administrative salaries than other districts of comparable size, but on average students in high-spending districts perform no better than those in districts spending less on central office and school administration. The amount a district spends per pupil on administrative salaries has little to do with the district's wealth or size. Some relatively poor districts spend at least as much per pupil as districts with much higher assessed property value per pupil. PEER found that administrative salary costs, including fringe benefits, could be reduced by as much as \$8.2 million annually if administrative salaries were capped at \$200 to \$225 per pupil. Districts could save or redirect another \$800,000 in administrative salary, fringe benefit and school board costs if all of the school districts in thirteen counties were consolidated to form county-wide districts.

With the exception of test scores, all school district data analyzed in this report was provided by the districts to the State Department of Education (SDE), using forms and conventions designed by SDE. Test data was compiled from data bases developed by SDE contractors using standardized tests administered by the school districts.

### ***Administrative Salary Spending and Achievement in Mississippi School Districts***

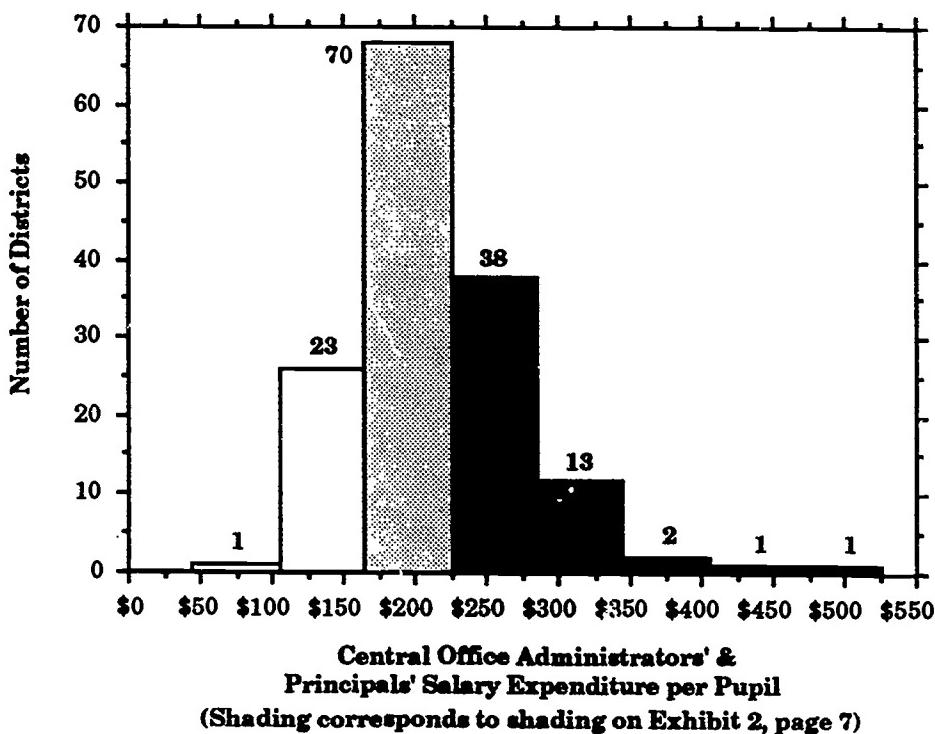
PEER determined the amount each school district in Mississippi spent per pupil in FY 1992 on salaries for central office administrators and school principals. This analysis is based on salary data for the positions the requesting legislator asked PEER to include in the analysis. (See Appendix A, page 35.)

**School districts' FY 1992 spending per pupil for central office and principals' salaries varied by almost 700% from the highest-spending district to the lowest, but districts with high administrative salary spending did not perform better on measures of student achievement than low-spending districts with a comparable socioeconomic profile.**

Exhibit 1, page 6, and the detailed list by district in Appendix B, page 36, illustrate the wide range of district spending on central office administrators' and principals' salaries per pupil. The state map in Exhibit 2, page 7, presents per-pupil spending data as county averages, rather than district averages. Districts varied by a factor of 6.8 in their spending per pupil on central office administrators' and principals' salaries (from \$71 per pupil in the Neshoba County School District to \$484 per pupil in Bolivar Consolidated District #2, almost seven times Neshoba County's per-pupil expenditure).

**Exhibit 1**

**Central Office Administrators' and Principals' Salary  
Expenditure per Pupil: Number of School Districts  
in Each Expenditure Range**

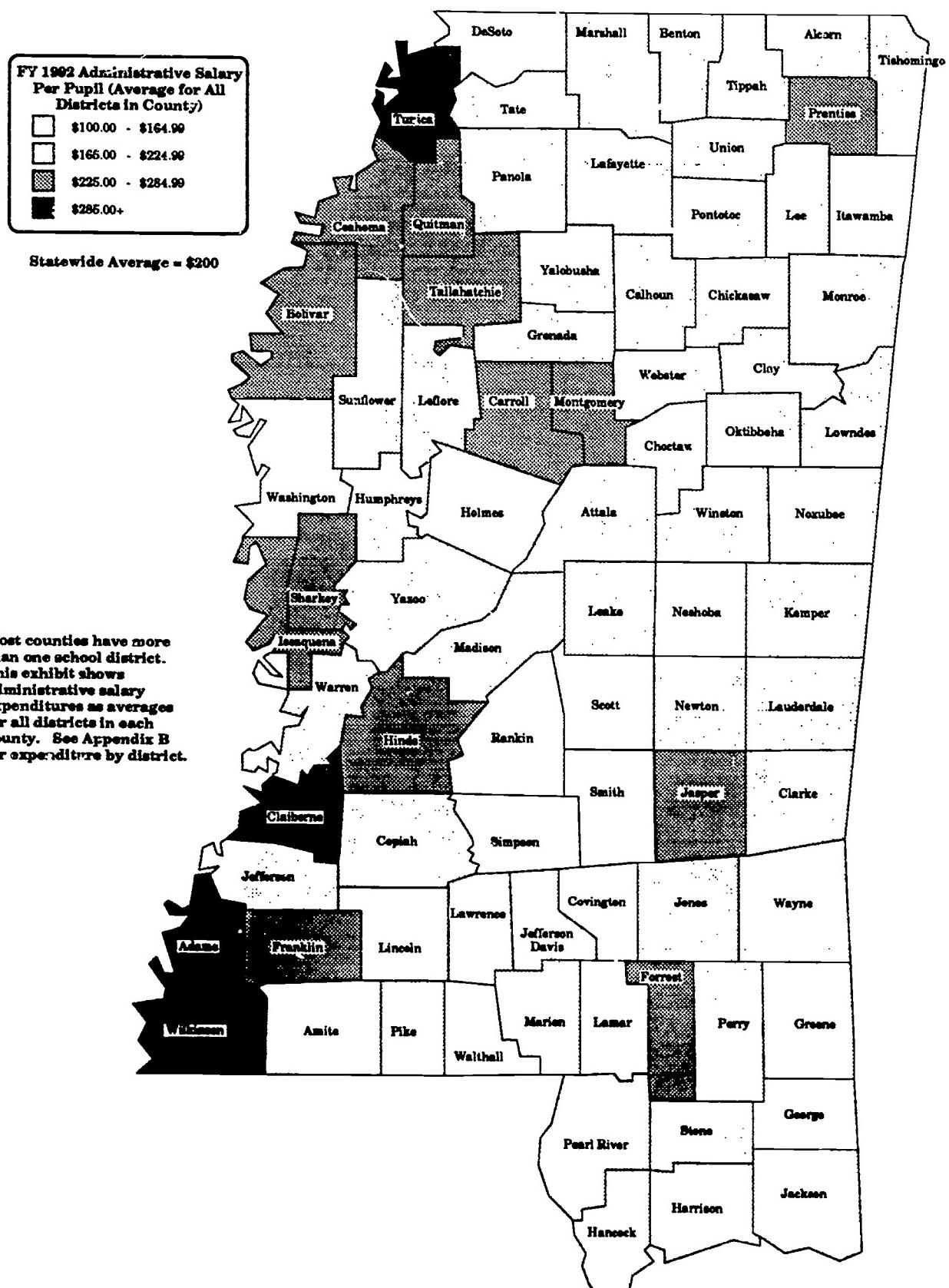


SOURCE: PEER analysis of data provided by the Mississippi Department of Education.

- *The wide range among districts in FY 1992 administrative spending per pupil is a result of differences among districts in the density of administrative positions, in salaries paid to administrators holding those positions and in the number of pupils in each school district.*
- **Density of administrative positions.** The number of central office administrators' and principals' positions per 1,000 pupils (Appendix B, page 36) varied by a ratio of approximately 7 to 1 in FY 1992. That is, the density of administrators to pupils was seven times greater in Bolivar Consolidated District #2 than in the Neshoba County District. As might be expected, the density of administrators had the greatest effect in determining districts' total administrative salary expenditure per pupil. In general, districts with a high proportion of administrators per 1,000 pupils were the same districts whose total administrative salary expenditures per pupil were high.

## Exhibit 2

### Average Administrative Salary Spending per Pupil for All Districts by County, FY 1992

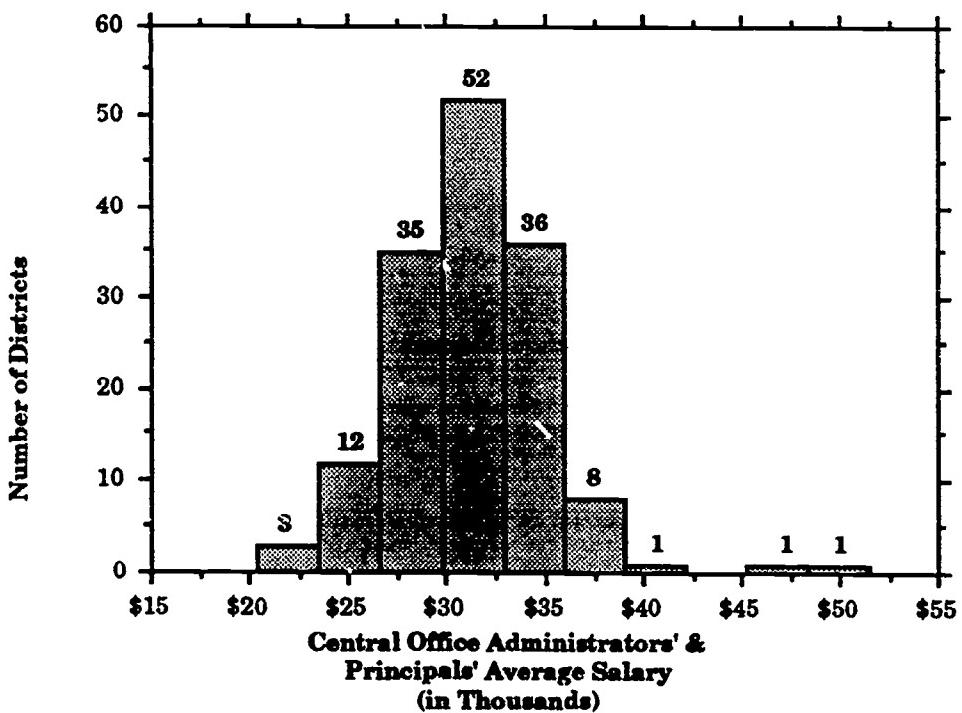


SOURCE: PEER Analysis of Mississippi Department of Education Data.

- **Administrators' salaries.** The average salary paid to administrators holding central office and principals' positions (Exhibit 3, page 8, and Appendix B, page 36) varied by a ratio of 2.2 to 1. That is, on average the district with the highest salaries for central office administrators and principals in FY 1992 (the Clinton School District in Hinds County) paid more than twice as much per administrator (\$45,321) as the district with the lowest average salary (the Richton School District in Perry County, where administrators received an average of \$20,409).

**Exhibit 3**

**Central Office Administrators' and Principals' Salaries:  
Number of School Districts With Administrators'  
Average Salary in Each Range**



SOURCE: PEER analysis of data provided by the Mississippi Department of Education.

- **Size of the student body.** PEER used average daily attendance in each district to standardize measures of administrative positions and salary expenditures on a per-pupil basis. Standardizing expenditure data permits comparison among districts, regardless of size. Average daily attendance is similar to (but slightly less

than) enrollment. It represents the size of the group receiving education services.

The average school district in Mississippi has approximately 3,200 students in average daily attendance. The number of students served by Mississippi school districts varies considerably (Appendix B, page 36), ranging from 334 students in Bolivar Consolidated District #2 to 30,594 students (92 times more students than in Bolivar #2) in the Jackson School District. Exhibits 4 and 5, pages 10 and 11, show the number of students and the number of districts in each county. Appendix C, page 40, illustrates a general tendency among smaller districts to spend more per pupil on central office and principals' salaries in FY 1992 than did larger districts. For example, Bolivar #2, the smallest district, has the highest administrative salary spending per pupil. See Appendix D, page 41, for a discussion of economies of scale (i.e., the tendency of larger districts to spend less per pupil than do smaller districts).

- *On average the test performance of students in school districts with relatively high administrative salary expenditures per pupil was no better than the average performance of districts with lower per-pupil administrative salary expenditures on an index measuring district performance in relation to other districts with students from similar socioeconomic backgrounds.*

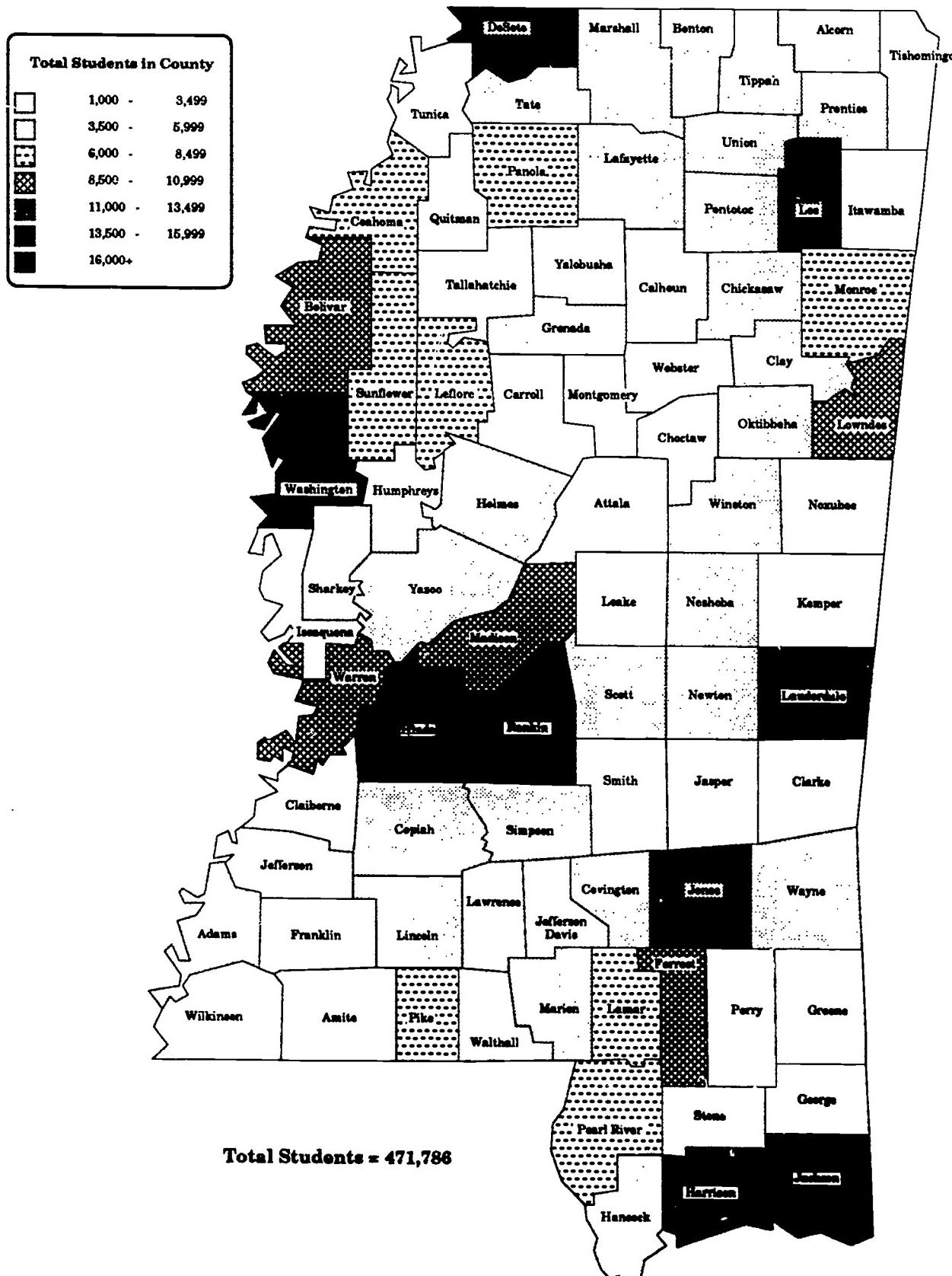
Ideally, research-based data, such as how many central office administrators at which professional (i.e., salary) levels are needed to perform the functions necessary for school effectiveness in a district of a given size, would be available to school boards, legislators and the public in Mississippi and other states. In the absence of such information, PEER conducted a limited study of the relation between FY 1992 central office salary expenditures and student achievement. (See Appendix E for information on why PEER considers the study "limited.")

A strong positive relation between expenditures and achievement (controlling for the effect of students' socioeconomic background) would have suggested that capping administrative salary spending could have a direct negative effect on student learning. However, this study found no significant difference between the performance of students from districts with relatively high administrative salary expenditures per pupil and those with moderate to low expenditures. Following is a description of the study.

**Classifying Districts by Expenditure per Pupil.** To examine the relation between per-pupil administrative spending and student achievement, PEER classified each school district as "high-spending" (relative to other districts and to the proposed cap) or "moderate- to low-spending," and compared the average performance of the two groups.

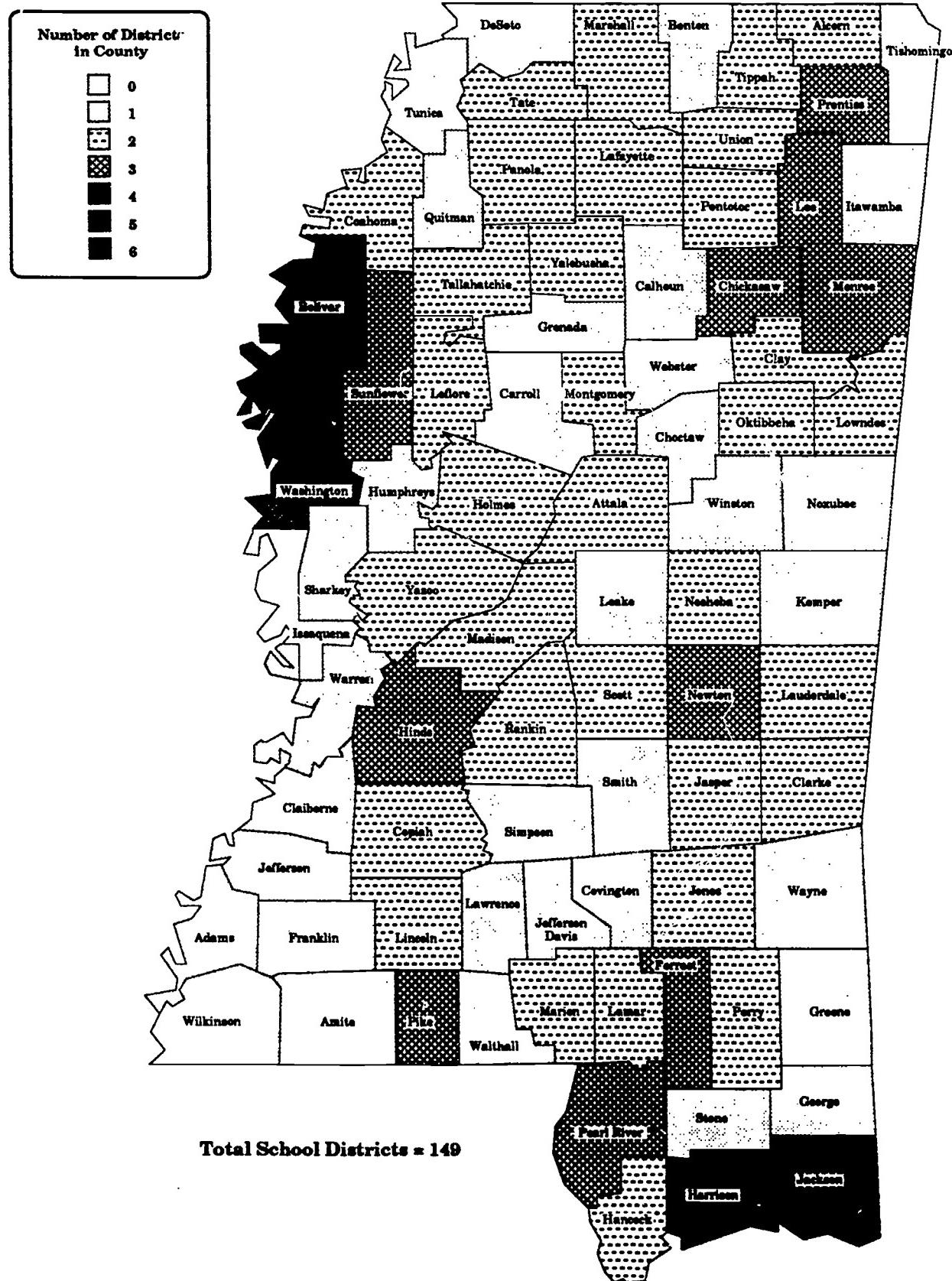
**Exhibit 4**

**Total Students by County (Number of Students in Average Daily Attendance), FY 1992**



SOURCE: PEER Analysis of Mississippi Department of Education Data.

**Exhibit 5**  
**Number of School Districts by County, FY 1992**



SOURCE: PEER Analysis of Mississippi Department of Education Data.

"High-spending" districts were the 40% of all districts that spent more per pupil than the proposed \$200 to \$225 cap for administrators' salaries in FY 1992. (See Appendix C, page 40, and Appendix D, page 41, on the relation between district size and staffing.)

**Measuring District Performance.** PEER developed an index to compare the average student performance of districts in the two administrative spending groups. PEER computed a district's rating on the Relative Performance Index by placing each district on a scale from 1 to 10 for each grade level on each of the standardized tests included in the 1991 statewide testing program (the Stanford Achievement Test, the Basic Skills Assessment Program [BSAP] and the Functional Literacy Examination). PEER computed a district's location on this scale for a particular test by examining how well that district's test takers performed compared to those from the school districts that are most similar in the percent of students who qualified for free and reduced price lunch (a measure of students' socioeconomic background). After arriving at a rating (1 to 10) for each grade on each test, PEER computed a district mean rating across all grades and tests (also ranging from 1 to 10). That average (the district's Relative Performance Index rating) served as an indicator of a district's achievement on these tests compared to similar districts.

PEER averaged the Relative Performance Index ratings of all districts in the "high-spending" and "moderate- to low-spending" groups and compared these averages using a statistical test known as the unpaired t-test for differences between group means. That comparison yielded no significant difference between the relative performance of the high- and moderate- to low-spending groups. PEER therefore rejected the hypothesis that students in districts with high administrative spending perform better than those in districts with moderate to low expenditures per pupil.

**Conclusion.** PEER's results in this analysis are consistent with recent studies showing that student achievement is no better at high levels of administrative spending than at levels considerably below average for the group of districts studied. Central office administrators' and principals' salaries are two components of a school district's total administrative cost. Some educational researchers have concluded that public schools may spend too much on administration and not enough on classroom inputs, where some improvements in achievement can be detected when spending increases.

### **Factors Affecting Levels of Administrative Spending**

As might be expected, districts serving large numbers of students spent more overall for administrative services than smaller districts. To

standardize district spending in comparable units, PEER divided each district's total FY 1992 administrative salary expenditure by the number of pupils served by that district. (See **Size of the Student Body**, page 8.) The result is per-pupil administrative salary spending by district (Exhibits 1 and 2, pages 6 and 7, and Appendix C, page 40). PEER then examined a wide variety of factors to determine which district characteristics are associated with high and low administrative salary spending.

**Although district wealth (the value of taxable property per pupil) might be expected to drive administrative salary expenditures per pupil, PEER found that districts' per-pupil administrative salary expenditure levels are more closely related to districts' general inclination to spend more or less per pupil, regardless of the value of taxpayers' property, than they are to district wealth.**

In examining school districts' spending patterns PEER hypothesized that wealthier districts (i.e., those with higher assessed property values per pupil) would spend more on administrative salaries than would poorer districts. PEER found this to be true to some extent, but also found that a district's per-pupil spending on administrators' salaries is more closely related to the district's general tendency to spend money, regardless of the value of its taxable property per pupil. For example, Mound Bayou, the district with the lowest tax base per pupil, spent more on salaries for central office administrators and principals than 87% of all districts in the state and spent more per pupil overall in FY 1992 than 70% of all districts in the state.

**Method of Analysis.** Mississippi school districts vary widely in their administrative salary spending per pupil. PEER used statistical techniques known as simple and multiple correlation and regression to identify the community and school district characteristics associated with high and low administrative salary spending. Correlation techniques measure the strength of the relationship between or among variables and quantify the proportion of variability on one factor (in this case, administrative salary spending per pupil) attributable to another factor (e.g., per-pupil wealth, district size, teacher density, student poverty). Regression, a related technique, is used to predict a value on one variable (e.g., administrative salary per pupil), given information on another variable (e.g., property wealth).

**Results.** In examining a wide variety of factors (e.g., wealth, size) PEER found no single factor that is highly correlated with administrative salary expenditure per pupil. The factor that best predicts the salary amount per pupil paid to central office administrators and principals in Mississippi school districts (with a correlation coefficient of .76 on a scale of 0.00 to 1.00) is the district's total spending per pupil. Thus a district with a high level of spending per pupil (but not necessarily high wealth) is likely to pay more in central office and principals' salaries per pupil than a district

with low overall spending per pupil. Conversely, a district that spends less per pupil overall (even if it has more highly valued taxable property per pupil than other districts) is likely to pay less in central office and principals' salaries per pupil.

Because administrative spending is one component of total expenditure per pupil, some correlation between these variables would be expected. However, administrators' and principals' salaries, which average \$200 per pupil, make up only 6% of the average expenditure per pupil (\$3,345). Yet average expenditure per pupil alone explains more than half the variance in total per-pupil spending among districts. This is a much closer relation than PEER found in any other variable that might be expected to predict administrative spending.

By contrast, district wealth (assessed value per pupil), a variable that would be expected to have a close relationship with administrative spending, explains only about 5% of the variance in total per-pupil spending among districts (a correlation coefficient of .23 on a 0.00 to 1.00 scale). Thus some relatively poor districts spend more per pupil on administrative salaries than do wealthier districts that could better afford high expenditures.

Further evidence that administrative salary spending accounts for only a small part of overall spending and is weakly related to wealth can be seen in the effect of a hypothetical increase in administrative salary spending among wealthier districts. Some districts with high wealth could increase their administrative salary expenditure rates (total salary per pupil) to the highest level found in Mississippi (\$484 per pupil) without reaching the overall spending levels per pupil of some poorer districts. For example, if the district with the highest wealth per pupil (Pass Christian) also had the highest administrative salary expenditure per pupil, the wealthier district still would have spent 10% less in total per-pupil spending than the district with the highest administrative salary expenditure per pupil (Bolivar #2).

**Conclusions.** It is possible that the relationship between administrative salaries and overall spending may be explained by the relation between these factors (administrative salaries and overall spending) and a third (unmeasured) factor, such as the priority assigned to education by the community. In communities where education is highly valued (but not necessarily where ad valorem property values are high), overall spending per pupil would be higher than might be expected if predictions were based solely on wealth. Central office administrators recommending budgets to their school boards may ensure that those positions that are organizationally closest to decision-makers (central office administrators and principals) are well supported. Because of the district taxpayers' willingness to support education in general, decision-makers in these generally high-spending districts may be more successful in funding

these administrative positions than are superintendents and boards in districts with a less supportive public.

**Legislative Implications.** The relation between administrative salary spending and total school district spending is important for legislative consideration because of its potential for redirecting scarce funds toward categories of expenditure more closely associated with student achievement. Citizens in poorer districts where disproportionately high amounts are spent on public education may expect their tax dollars to be spent in areas most closely associated with improving student achievement. A legislative decision to cap administrative spending could result in achievement gains if some of the funding formerly used for administrative salaries in high-spending districts were diverted toward classroom-level inputs, such as teacher salary schedules favoring experience and other inputs related to student performance. Using available funds to improve classroom instruction could significantly improve the quality of education throughout the state, particularly in districts where property values are low but public support for education is relatively high.

#### **Savings Available for Redirection from Administrative Salaries to Classroom Instruction**

One of the objectives of this review was to determine whether additional funds might be made available for classroom instruction through a proposed legislatively mandated cap on administrative salary spending. PEER also was asked to determine the effect of consolidating school districts within counties that currently have more than one district.

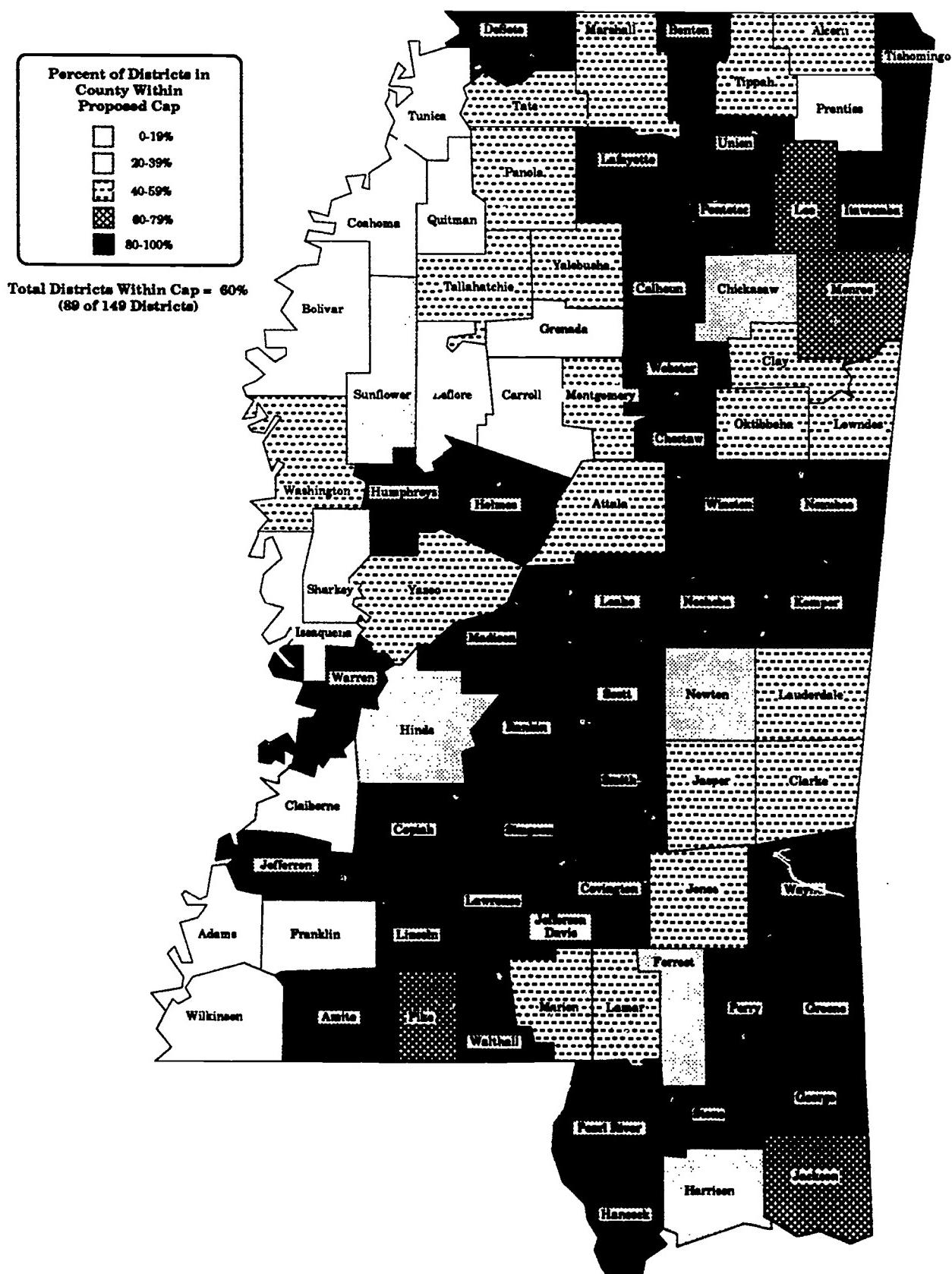
PEER selected the following administrative salary expenditure levels as the proposed caps on administrative spending:

- \$225 per pupil for districts with fewer than 3,500 pupils in average daily attendance, and
- \$200 per pupil for districts with more than 3,500 pupils in average daily attendance.

These are relatively lenient spending thresholds; Exhibit 6, page 16, and Appendix B, page 36, show that 60% of all school districts in Mississippi spent less than the proposed cap in FY 1992.

**Exhibit 6**

**Percent of Districts With Per-Pupil Administrative Salary  
Spending Within Proposed Cap (\$200 for Large Districts  
and \$225 for Small Districts), By County, FY 1992**



SOURCE: PEER Analysis of Mississippi Department of Education Data.

**Capping administrative salary expenditures in all districts at \$200 to \$225 per pupil could make available for local reallocation approximately \$8.2 million annually. In addition, countywide consolidation of school districts in thirteen of Mississippi's forty-seven multi-district counties would increase the amount available for reallocation to more than \$9 million annually.**

To respond to the legislative request that prompted this study, PEER arrived at three estimates of savings (amounts that could be made available for redirection to classroom instruction). These estimates are listed below and in Exhibit 7, page 18. They are explained in greater detail in the sections that follow.

- **Cap Only (Savings Available for Redirection = \$8,224,676):** Amount in administrative salaries and fringe benefits that would be saved (i.e., made available for redirection to classroom instruction) if no district were permitted to spend more than \$225 per pupil on central office administrators' and principals' salaries (\$200 per pupil for districts with more than 3,500 students) and if districts spending less than the cap in FY 1992 continue to spend less than the cap;
- **Cap and Full Consolidation (Savings Available for Redirection = \$6,882,776):** Amount in administrative salaries and fringe benefits and in school board per diem and travel expense that would be saved if the above administrative salary spending cap were mandated *and* if all districts in multi-district counties were to consolidate county-wide, with maximum administrative salary expense based on the per-pupil cap applied to the number of pupils in the consolidated district (assuming that districts spending less than the cap in FY 1992 would continue to spend less than the cap);
- **Cap and Partial Consolidation (Savings Available for Redirection = \$3,111,889):** Amount in administrative salaries and fringe benefits and in school board per diem expense that would be saved if the administrative salary spending cap were mandated *and* if only certain multi-district counties were to consolidate county-wide; in this estimate PEER assumed county-wide consolidation only for the thirteen counties whose total administrative spending under the proposed cap would be less for a county-wide district than for independent component districts.

**Savings Available for Redirection Assuming a \$200 to \$225 Per-Pupil Spending Cap (\$8,224,676).** PEER compared FY 1992 administrative salary expenditures in all Mississippi school districts to hypothetical salary expenditures for districts with the same number of pupils (1992 levels) if the proposed \$200-\$225-per-pupil cap had been in place. If districts whose administrative salary spending exceeded the cap in FY 1992 instead had limited their administrative spending to \$200 per pupil for administrative salaries (\$225 per pupil for districts with fewer than 3,500 students), they

## Exhibit 7

### Potential Administrative Salary Savings from Cap,\* With and Without County-Wide District Consolidation and With Partial Consolidation\*\*

	Cap Only	Cap & Full Consolidation	Cap & Partial Consolidation
<b>Administrative Salary Savings from Cap</b>			
Salary	\$7,029,638	\$7,029,638	\$7,029,638
Fringe Benefits	<u>\$1,195,038</u>	<u>\$1,195,038</u>	<u>\$1,195,038</u>
Total	\$8,224,676	\$8,224,676	\$8,224,676
<b>Additional Administrative Salary Savings from Consolidating Districts in 13 Counties Where Consolidation Would Result in a Net Savings</b>			
Salary	\$688,558	\$688,558	\$688,558
Fringe Benefits	<u>\$117,055</u>	<u>\$117,055</u>	<u>\$117,055</u>
Total	\$805,613	\$805,613	\$805,613
<b>Additional Administrative Salary Savings (Loss) from Consolidating Districts in 34 Counties Where Consolidation Would Result in No Net Gain (Loss = Offset on Savings from Cap)</b>			
Salary	(\$2,033,088)		
Fringe Benefits	<u>(\$345,625)</u>		
Total	(\$2,378,713)		
<b>Savings in School Board Per Diem Expenses for Consolidating Districts</b>			
		<u>\$231,200</u>	<u>\$81,600</u>
<b>Total Savings</b>	<u><b>\$8,224,676</b></u>	<u><b>\$6,892,776</b></u>	<u><b>\$9,111,889</b></u>

- \* Proposed cap: \$225 per pupil for central office and principals' salaries for districts smaller than 3,500 students in ADA and \$200 per pupil for districts larger than 3,500 students. A district that spent less per pupil in FY 1992 than the proposed cap would retain its FY 1992 per-pupil spending level. A district that spent more per pupil than the cap would reduce its spending for central office administrators' and principals' salaries to the level permitted by the cap.
- \*\* Partial consolidation: County-wide consolidation in all counties where consolidation would result in a net increase in savings beyond the savings that would be realized from the cap.

SOURCE: PEER Analysis of Department of Education Data.

would have spent only \$87.2 million on administrative salaries statewide. This is approximately \$7 million less than the \$94.2 million that districts actually spent on administrative salaries in FY 1992. Fringe benefit savings on this amount would bring the total savings to \$8.2 million.

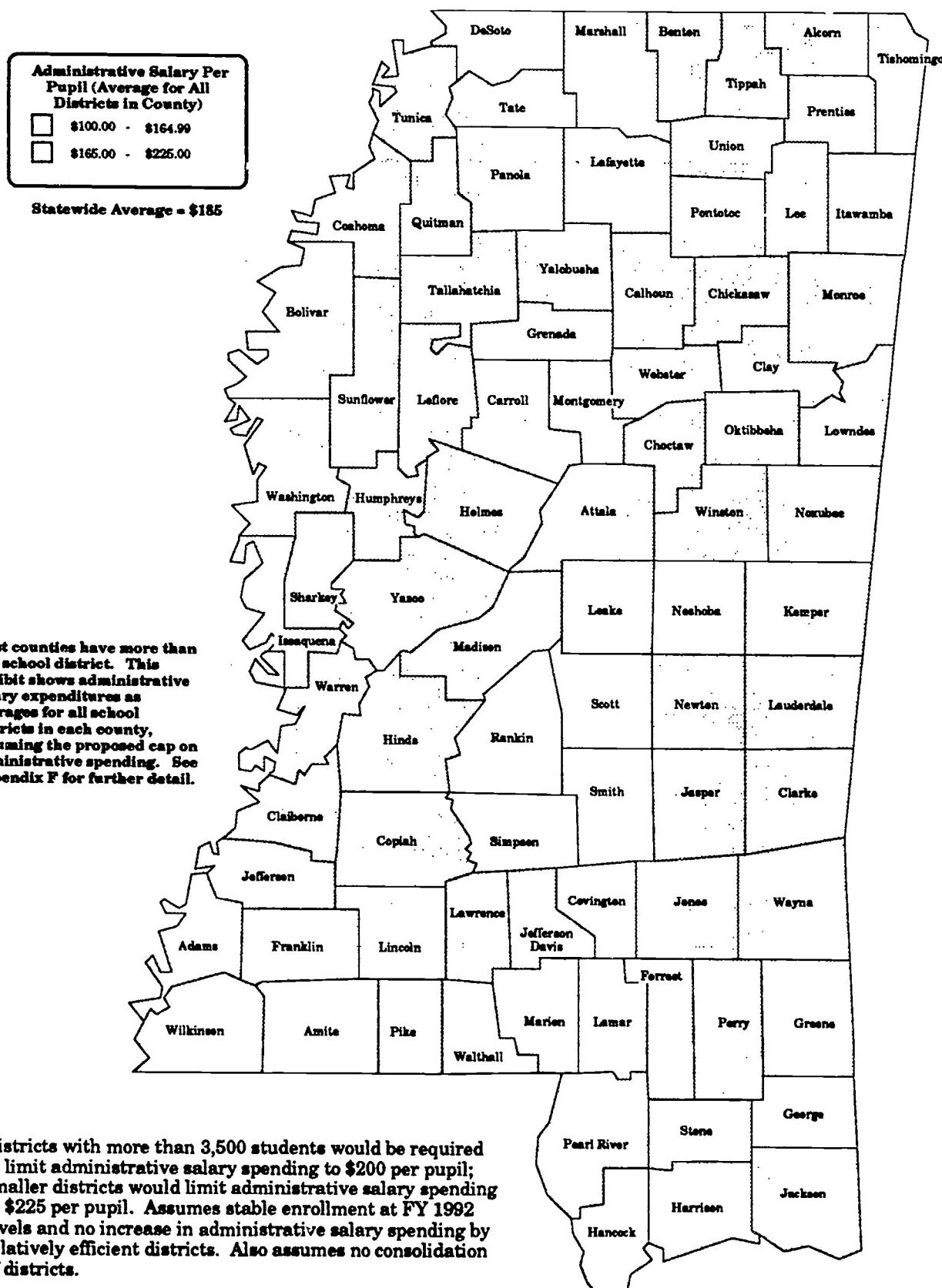
Exhibit 7, page 18, lists the effect of the proposed cap and additional savings associated with district consolidation. Exhibit 8, page 20, is a map showing hypothetical administrative salary spending under the proposed cap in the form of county averages. Exhibit 9, page 21, lists the school districts that would not be affected by the proposed cap if their administrative salary spending continues at approximately the same levels as in FY 1992. These districts would realize no savings because their administrative salary spending for the year analyzed (FY 1992) was lower than the proposed cap. Exhibits 10 through 12, pages 22 through 24, and Appendix F, page 43, list by district and by county the amounts that would become available for redirection to classroom instruction as a result of the proposed cap.

**Savings Available for Redirection Assuming a Cap and Full Consolidation (\$6,882,776).** To respond to the legislative request that prompted this study, PEER estimated the net fiscal impact of consolidating all of the school districts in each multi-district county and capping administrative salary expenditures in all districts. Currently, Mississippi has eighty-two counties, thirty-four of which have county-wide districts (Exhibit 5, page 11, and Exhibit 13, page 25). Capping the districts' salary expenditures for central office administrators and principals would save \$8,224,676 in salaries and fringe benefits. Consolidating all school districts to form eighty-one single-county districts (excluding Issaquena County, which currently has two school districts) would result in additional savings for thirteen counties, but district consolidation in other counties would offset those savings for a net savings (amount available for redirection to classroom instruction) of \$6,882,776 from capping administrative salary spending and fully consolidating within counties. (See Appendix G, page 48, for potential savings by district.) This is less than the savings potential of the cap only, without consolidation. The apparent contradiction of decreased savings associated with increased consolidation is explained below.

**Savings Available for Redirection Assuming a Cap and Partial Consolidation (\$9,111,889).** Viewing the state as a whole, full consolidation (county-wide consolidation into one district for each of the counties that currently has more than one district) actually would result in a net decrease in the total savings (amount available for redirection) associated with the proposed per-pupil spending cap if no economy measures were introduced with consolidation other than the imposition of a \$200-\$225 per-pupil cap on administrative salary spending. The net statewide effect of full consolidation would be to decrease savings because thirty-four of the state's forty-seven multi-district counties (such as the county described in Exhibit 14, page 26, would save less as a result of imposing the per-pupil cap than

**Exhibit 8**

**Hypothetical Average Administrative Salary Spending per Pupil for All Districts by County, Assuming Proposed Cap (\$200-\$225) (No Consolidation of Districts)\***



SOURCE: PEER Analysis of Mississippi Department of Education Data.

**Exhibit 9**

**Districts That Might NOT Realize Savings As A Result of Proposed Cap  
On Central Office Administrators' and Principals' Salaries\***

<b>County</b>	<b>District</b>	<b>County</b>	<b>District</b>
Alcorn	Alcorn School District	Marion	Marion County School District
Amite	Amite Co School District	Marshall	Marshall County School District
Attala	Kosciusko School District	Monroe	Monroe County School District
Benton	Benton Co School District	Monroe	Aberdeen Separate School District
Calhoun	Calhoun Co School District	Montgomery	Winona Separate School District
Chickasaw	Houston Separate School District	Neshoba	Neshoba County School District
Choctaw	Choctaw Co School District	Neshoba	Philadelphia Public School District
Clarke	Quitman School District	Newton	Union Public School District
Clay	West Point School District	Noxubee	Noxubee County School District
Copiah	Copiah Co School District	Oktibbeha	Starkville School District
Copiah	Hazlehurst City School District	Panola	South Panola School District
Covington	Covington County Schools	Pearl River	Pearl River County School District
DeSoto	DeSoto County School District	Pearl River	Picayune School District
Forrest	Petal School District	Pearl River	Poplarville Separate School Dist
George	George County School District	Perry	Perry County School District
Greene	Greene County School District	Perry	Richton School District
Hancock	Hancock Co School District	Pike	North Pike School District
Hancock	Bay St Louis-Waveland Sch Dist	Pike	South Pike School District
Harrison	Harrison Co School District	Pontotoc	Pontotoc County School District
Harrison	Long Beach School District	Pontotoc	Pontotoc City Schools
Hinds	Clinton Public School District	Rankin	Rankin County School District
Holmes	Holmes County School District	Rankin	Pearl Public School District
Holmes	Durant Public School District	Scott	Scott County School District
Humphreys	Humphreys County School District	Scott	Forest Municipal School District
Itawamba	Itawamba County School District	Simpson	Simpson County School District
Jackson	Jackson County School District	Smith	Smith County School District
Jackson	Moss Point Separate School District	Stone	Stone County School District
Jackson	Ocean Springs School District	Sunflower	Indianola School District
Jasper	West Jasper Cons Sch District	Tallahatchie	E Tallahatchie Cons School District
Jefferson	Jefferson County School District	Tate	Tate County School District
Jeff Davis	Jefferson Davis Co School District	Tippah	South Tippah School District
Jones	Jones County School District	Tishomingo	Tishomingo County School District
Kemper	Kemper County School District	Union	Union County School District
Lafayette	Lafayette County School District	Union	New Albany Public Schools
Lafayette	Oxford School District	Walthall	Walthall County School District
Lamar	Lamar County School District	Warren	Vicksburg-Warren School District
Lauderdale	Lauderdale County School Dist	Washington	Western Line School District
Lawrence	Lawrence County School District	Washington	Greenville Public Schools
Leake	Leake County School District	Wayne	Wayne County School District
Lee	Lee County School District	Webster	Webster County School District
Lee	Nettleton School District	Winston	Louisville Municipal School Dist
Lincoln	Lincoln County School District	Yalobusha	Water Valley School District
Lincoln	Brookhaven School District	Yazoo	Yazoo City Separate School District
Lowndes	Lowndes County School District		
Madison	Madison County School District		
Madison	Canton Public School District		

\* PEER based savings estimates on FY 1992 administrative salary spending, which for these districts did not exceed the proposed cap.

SOURCE: PEER Analysis of Department of Education Data.

**Exhibit 10**

**Districts With Savings Potential From Proposed Cap on Central Office  
Administrators' and Principals' Salaries, Sorted  
By County\***

County	District	Potential Savings From Cap
Adams	Natchez-Adams School District	\$631,020
Alcorn	Corinth School District	\$21,693
Attala	Attala Co Sch School District	\$52,010
Bolivar	North Bolivar School District	\$141,800
Bolivar	West Bolivar School District	\$135,988
Bolivar	Bolivar Consolidated Sch Dist #2	\$100,974
Bolivar	Shaw School District	\$66,133
Bolivar	Mound Bayou Public Schools	\$61,311
Bolivar	Cleveland School District	\$43,842
Carroll	Carroll Co School District	\$55,845
Chickasaw	Chickasaw Co School District	\$78,654
Chickasaw	Oktibbeha Separate School District	\$18,945
Claiborne	Claiborne Co School District	\$261,611
Clarke	Enterprise School District	\$44,380
Clay	Clay Co School District	\$116,880
Coahoma	Coahoma Co School District	\$111,603
Coahoma	Clarkdale Separate School District	\$97,535
Forrest	Hattiesburg Public School District	\$331,301
Forrest	Forrest County School District	\$6,950
Franklin	Franklin County School District	\$24,005
Grenada	Grenada School District	\$30,233
Harrison	Gulfport School District	\$283,608
Harrison	Biloxi Public School District	\$208,035
Hinds	Pass Christian Public School Dist	\$128,223
Hinds	Jackson Public School District	\$1,980,968
Hinds	Hinds County School District	\$32,552
Jackson	Pascagoula Separate School District	\$408,922
Jasper	East Jasper Consolidated Sch Dist	\$77,031
Jones	Laurel School District	\$298,497
Lamar	Lumberton Public School District	\$10,456
<b>TOTAL</b>		<b>\$8,224,676</b>

\* "Savings" are amounts currently used for central office administrators' and principals' salaries that could be freed up for use in improving classroom instruction.  
Amounts shown include fringe benefits.

SOURCE: PEER Analysis of Department of Education Data.

**Exhibit 11**

**Districts With Savings Potential From Proposed Cap on Central Office Administrators' and Principals' Salaries, Sorted By Amount of Potential Savings\***

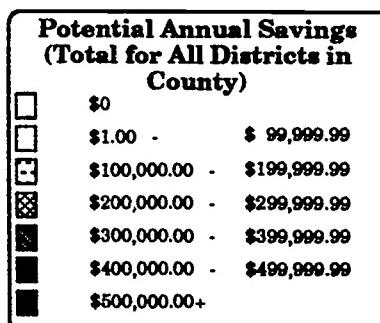
County	District	Potential Savings From Cap
Hinds	Jackson Public School District	\$1,980,368
Adams	Natchez-Adams School District	\$631,020
Jackson	Pascagoula Separate School District	\$408,922
Forrest	Hattiesburg Public School District	\$331,301
Jones	Laurel School District	\$295,497
Harrison	Gulfport School District	\$293,608
Lauderdale	Meridian Public School District	\$269,820
Claiborne	Claiborne Co School District	\$261,611
Washington	Leland Consolidated School District	\$259,116
Lowndes	Columbus Municipal School District	\$245,037
Harrison	Biloxi Public School District	\$203,035
Yazoo	Yazoo County School District	\$165,342
Oktibbeha	Oktibbeha County School District	\$148,548
Bolivar	North Bolivar School District	\$141,800
Tunica	Tunica School District	\$137,117
Bolivar	West Bolivar School District	\$135,988
Wilkinson	Wilkinson County School District	\$133,775
Harrison	Pass Christian Public School Dist	\$128,223
Clay	Clay Co School District	\$116,980
Coahoma	Coahoma Co School District	\$111,603
Bolivar	Bolivar Consolidated Sch Dist #2	\$100,974
Sharkey	South Delta Sch Dist	\$99,986
Coahoma	Clarkdale Separate School District	\$97,586
Sunflower	Drew School District	\$96,409
Marion	Columbia School District	\$94,865
Chickasaw	Chickasaw Co School District	\$78,664
Jasper	East Jasper Consolidated Sch Dist	\$77,031
Panola	North Panola Consolidated Sch Dist	\$75,790
Bolivar	Shaw School District	\$66,133
Sunflower	Sunflower County School District	\$62,781
	<b>TOTAL</b>	<b>\$8,224,876</b>

\* "Savings" are amounts currently used for central office administrators' and principals' salaries that could be freed up for use in improving classroom instruction. Amounts shown include fringe benefits.

SOURCE: PEER Analysis of Department of Education Data.

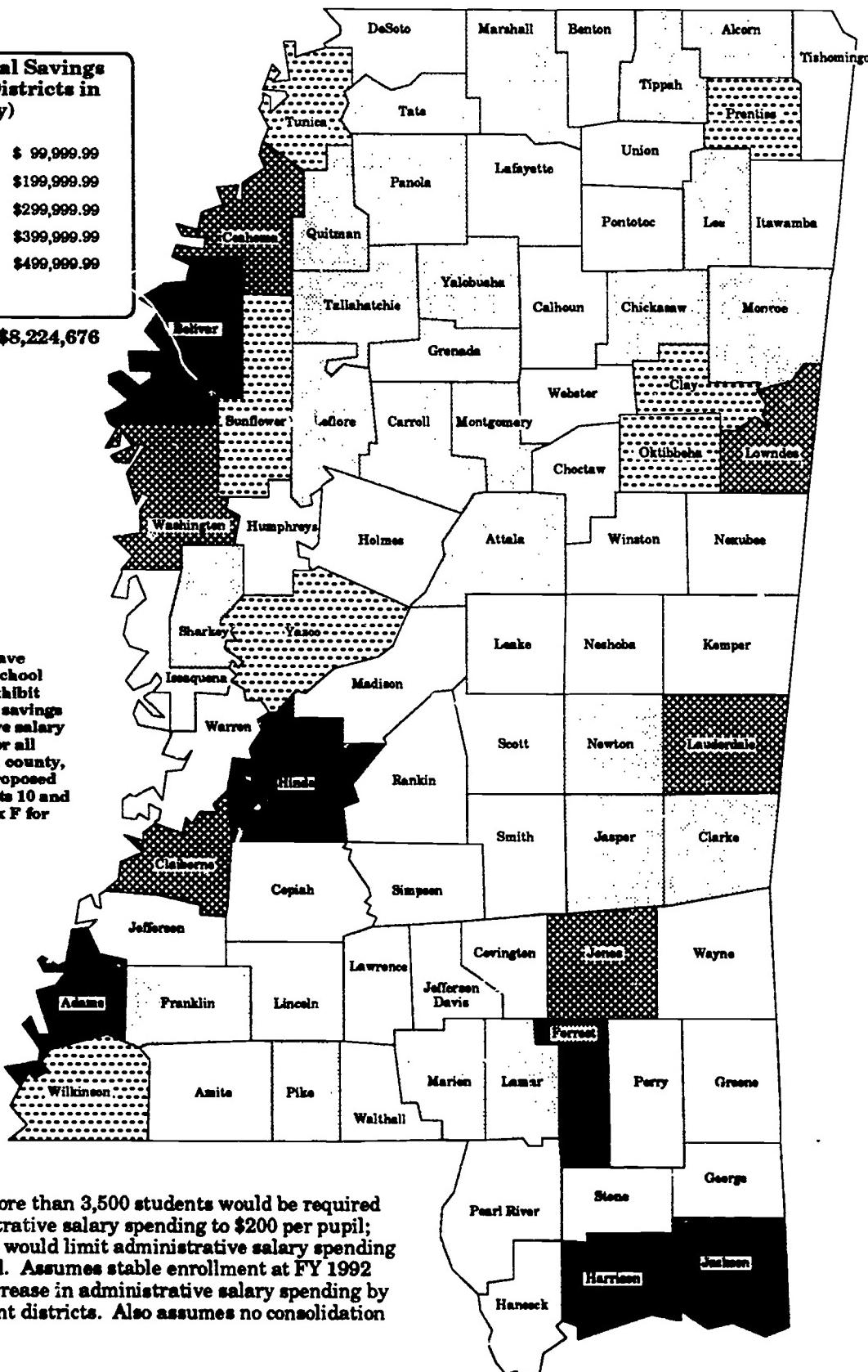
Exhibit 12

Potential County-Wide Annual Savings in Administrative Salary Spending Under Proposed Cap\*  
(No Consolidation of Districts)



Total Savings = \$8,224,676

Most counties have more than one school district. This exhibit shows potential savings in administrative salary costs as totals for all districts in each county, assuming the proposed cap. See Exhibits 10 and 11 and Appendix F for further detail.



\* Districts with more than 3,500 students would be required to limit administrative salary spending to \$200 per pupil; smaller districts would limit administrative salary spending to \$225 per pupil. Assumes stable enrollment at FY 1992 levels and no increase in administrative salary spending by relatively efficient districts. Also assumes no consolidation of districts.

SOURCE: PEER Analysis of Mississippi Department of Education Data.

### Exhibit 13

#### **Current and Hypothetical Distribution of Mississippi's School Districts Among Counties**

<b>School District Distribution Within Counties</b>	<b>Number of Counties</b>	<b>Number of School Districts</b>		
		<b>Current (1992)</b>	<b>Assuming Consolidation within All Multi-District Counties*</b>	<b>Assuming Consolidation within 13 Multi-District Counties**</b>
Counties with no district	1 county***	0 districts	0 districts	0 districts
Counties that currently have only one district	34 counties	34 districts	34 districts	34 districts
Counties that currently have more than one district	47 counties	115 districts	47 districts	91 districts
<b>TOTAL</b>	<b>82 counties</b>	<b>149 districts</b>	<b>81 districts</b>	<b>125 districts</b>

\* The requesting legislator asked PEER to provide savings estimates within a county-wide district configuration.

\*\* A combination of capping administrative salary spending and consolidating districts in the thirteen counties listed in Exhibit 16 would save administrative salary funds.

\*\*\* Issaquena County has no school district. Most of its students attend school in the South Delta School District in Sharkey County.

SOURCE: PEER Analysis of Mississippi Department of Education Data.

### Exhibit 14

#### Example of the Effect of Imposing the Proposed Cap on Two Individual Districts Compared to Imposing the Proposed Cap on a Consolidated District

Current Administrative Salary Per Pupil (Before Cap or Consolidation)	Administrative Salary Per Pupil After Imposing the Cap	
	Without Consolidation	With Consolidation
District A	\$190	\$190
District B	\$220	\$200
District A + B (Average)	\$205	\$195
		\$200

Potential savings from the cap alone would exceed savings from a combination of consolidating county-wide and capping administrative salary spending per pupil. Reason: In some counties, consolidation would combine relatively efficient districts with less efficient neighbors. This would result in an averaging of per-pupil administrative expenditures that would permit a consolidated district to combine current efficient and inefficient spending levels and still remain within or slightly beyond the cap. Retaining current district lines (no additional consolidation) would force less efficient districts to reduce administrative spending, but would hold more efficient districts at their current (relatively low) per-pupil spending levels.

SOURCE: PEER Analysis.

they would if the cap were imposed on districts as they are currently configured.

Saving less through consolidation would seem to contradict common-sense notions about the potential of consolidation for enhancing economy. In the case of these thirty-four counties, consolidation would combine relatively efficient districts (e.g., District A, Exhibit 14, page 26) with inefficient districts (e.g., District B, another district in the same county). If District A's administrative salary spending per pupil currently were \$190 and District B's \$220, their average combined spending per pupil (assuming districts of equal size) would currently be \$205. If the \$200-per-pupil cap were imposed on these districts separately, their combined spending would decrease to \$195 per pupil (\$190 in District A and \$200 in District B). This would result in a \$10 saving per pupil (from a current average of \$205 to an average of \$195). If these districts were consolidated, the newly consolidated district (i.e., a combination of Districts A and B) would have to decrease its spending from the current average of \$205 per pupil to \$200 per pupil (a \$5 decrease). Therefore, the amount saved with consolidation (\$5) would be less than the amount saved without consolidation (\$10) because the efficiency of District A would be lost in the consolidation. On the other hand, imposing the cap alone without consolidating Districts A and B would retain the efficiency of District A while improving the efficiency of District B, resulting in increased savings.

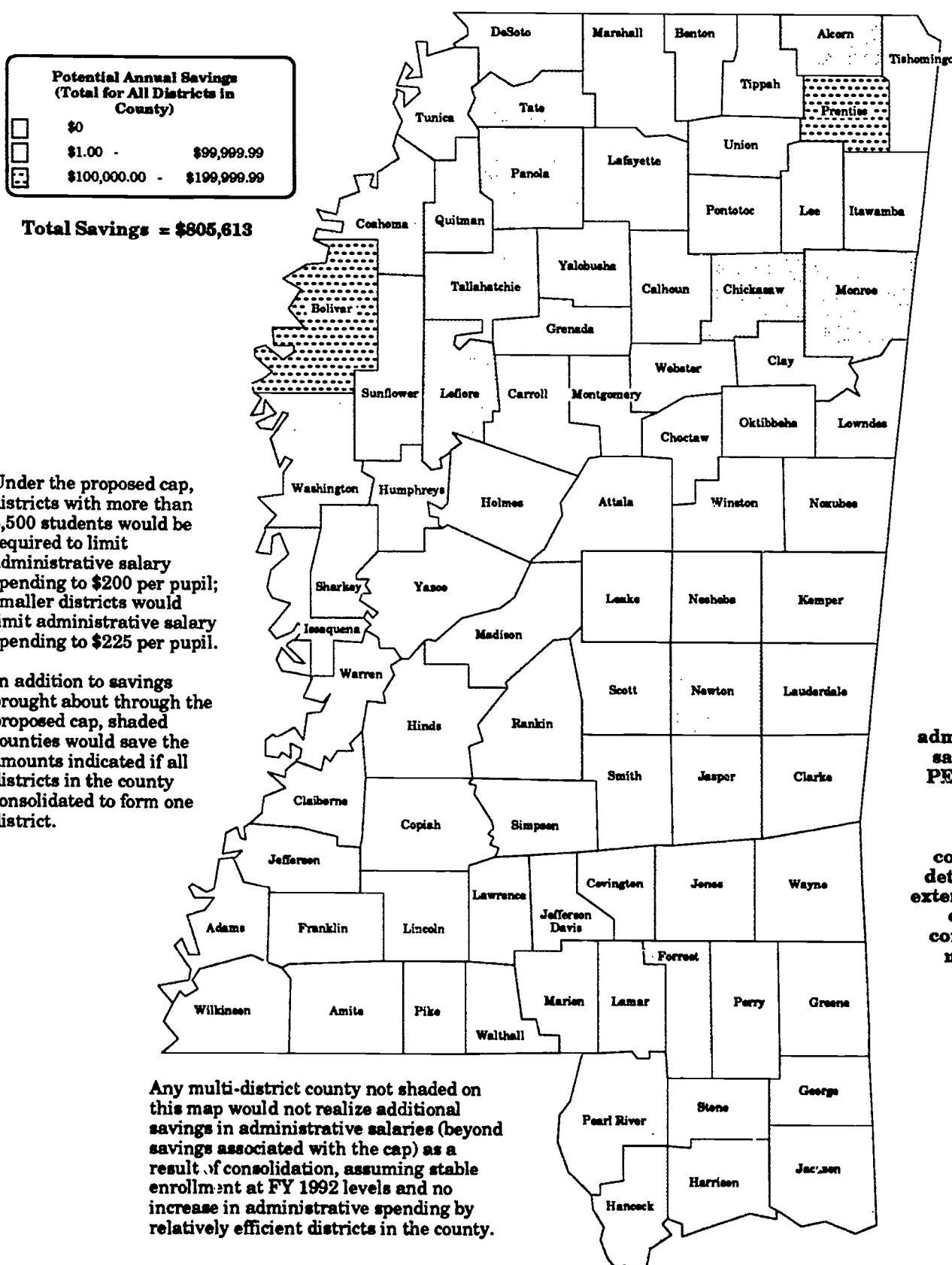
For thirteen multi-district counties, consolidating county-wide while imposing the \$200-\$225 cap would save (i.e., make available for redirection to classroom instruction) more than the amount saved through the cap alone. This would be the case for counties in which at least one district was relatively efficient and at least one district was relatively inefficient in its FY 1992 per-pupil administrative salary spending. Exhibits 15 and 16 (pages 28 and 29) and Appendix H (page 51) show the amount saved through a combination of consolidation and the proposed cap for these thirteen counties.

Capping salaries and consolidating districts only in counties that would realize an additional savings beyond savings related to the cap would result in total potential savings of \$9.1 million. This amount includes fringe benefits and savings in school board per diem expenses for boards in the thirteen counties in which districts would be consolidated (Exhibit 7, page 18).

PEER's estimate of limited potential savings in administrative salary expense associated with consolidating districts in certain counties is confined to the effect of per-pupil capping at the levels indicated (\$200 and \$225). PEER did not review the affected counties to determine whether costs of consolidating might partially or fully offset potential savings. In addition, PEER did not review other measures for enhancing efficiency, such as setting caps at different amounts or limiting the number of

Exhibit 15

**Additional Annual Savings in Administrative Salary Expense (Beyond Savings from Imposing Cap) from Consolidation of Selected Multi-District Counties\***



This study focused on administrative salaries only. PEER has not examined individual district conditions to determine the extent to which expenses of consolidation might offset potential savings.

Any multi-district county not shaded on this map would not realize additional savings in administrative salaries (beyond savings associated with the cap) as a result of consolidation, assuming stable enrollment at FY 1992 levels and no increase in administrative spending by relatively efficient districts in the county.

SOURCE: PEER Analysis of Mississippi Department of Education Data.

**Exhibit 16**

**Counties' Potential for Saving Additional Amounts Beyond Proposed Cap  
As A Result of County-Wide School District Consolidation**

<b>Counties With No Additional Savings Potential Beyond Cap-Related Savings As A Result of Consolidation*</b>		<b>Counties With Additional Savings Potential Beyond Cap-Related Savings As A Result of Consolidation, Sorted By County**</b>	
Adams	Lincoln	Alcorn	\$24,937
Amite	Lowndes	Bolivar	\$141,446
Attala	Madison	Chickasaw	\$1,408
Benton	Marion	Coahoma	\$68,023
Calhoun	Marshall	Forrest	\$16,108
Carroll	Montgomery	Hancock	\$61,717
Choctaw	Neshoba	Leflore	\$94,498
Claiborne	Noxubee	Monroe	\$87,615
Clarke	Oktibbeha	Newton	\$53,539
Clay	Pearl River	Panola	\$35,195
Copiah	Perry	Prentiss	\$134,476
Covington	Pike	Tate	\$56,297
Desoto	Pontotoc	Washington	\$30,354
Franklin	Quitman	<b>TOTAL</b>	<b>\$805,613</b>
George	Rankin		
Greene	Scott		
Grenada	Sharkey-Issaquena		
Harrison	Simpson		
Hinds	Smith		
Holmes	Stone	<b>Bolivar</b>	<b>\$141,446</b>
Humphreys	Sunflower	<b>Prentiss</b>	<b>\$134,476</b>
Itawamba	Tallahatchie	<b>Leflore</b>	<b>\$94,498</b>
Jackson	Tippah	<b>Monroe</b>	<b>\$87,615</b>
Jasper	Tishomingo	<b>Coahoma</b>	<b>\$68,023</b>
Jefferson	Tunica	<b>Hancock</b>	<b>\$61,717</b>
Jefferson Davis	Union	<b>Tate</b>	<b>\$56,297</b>
Jones	Walthall	<b>Newton</b>	<b>\$53,539</b>
Kemper	Warren	<b>Panola</b>	<b>\$35,195</b>
Lafayette	Wayne	<b>Washington</b>	<b>\$30,354</b>
Lamar	Webster	<b>Alcorn</b>	<b>\$24,937</b>
Lauderdale	Wilkinson	<b>Forrest</b>	<b>\$16,108</b>
Lawrence	Winston	<b>Chickasaw</b>	<b>\$1,408</b>
Leake	Yalobusha	<b>TOTAL</b>	<b>\$805,613</b>
Lee	Yazoo		

\* PEER based savings estimates on FY 1992 administrative salary spending and number of pupils in existing districts. For the counties in this group, savings would be no higher under a combination of the proposed cap and county-wide consolidation than they would be under the cap alone.

\*\* "Savings" are amounts that could be freed up for use in improving classroom instruction.  
Amounts shown include fringe benefits.

SOURCE: PEER Analysis of Department of Education Data.

administrative positions. It is possible that such measures could result in greater savings from consolidation.

### **Potential Redirection of Administrative Salary Funds**

School districts currently fund administrative salaries with federal, state and local funds. If a district were to maintain its FY 1992 level of federal administrative salary spending to avoid losing these federal funds, the district would have to reduce administrative spending in other areas to comply with the proposed cap. If this were the case, the amount saved or available for redirection as a result of the cap would be funds from state and local sources.

The districts could use redirected funds to hire additional teachers. For example, in FY 1992 the average district that spent more than the proposed cap could have used redirected funds to hire four additional teachers at \$28,414 per teacher, including fringe benefits. Each of these sixty districts would have had an additional \$23,422 available for books, computers and other classroom materials. These savings could be redirected to the classroom each year.

Another approach to redirecting funds to the classroom level would be to improve salaries for more experienced teachers. An emerging body of shows a direct, positive effect on student achievement when funding for certain classroom-level expenditures is increased. An example is funding to ensure a supply of experienced teachers. The same studies show little or no effect on achievement when administrative spending is increased. (See **Administrative Salary Spending and Achievement in Mississippi School Districts**, page 5.)

## **Recommendations**

1. Local school boards should voluntarily review their own spending levels and their use of administrative staff. They also should review factors that improve student performance in their district. Through attrition, retraining or some other method, districts should redirect any administrative resources that could be better used to improve classroom instruction. For example, if districts find that experienced teachers are particularly successful in promoting student learning, they should use existing authority to curtail administrative spending and to modify their salary supplement schedules, using redirected resources to provide additional incentives for experienced teachers.

PEER recognizes that some of the funds in this study's "administrative salaries" category are used to provide assistance to classroom teachers through central office instructional supervision and curriculum development positions. PEER recommends that local boards determine whether these instruction-related positions are effective in promoting student learning and that any funds currently used for such positions that are not having the desired effect on learning be redirected to a more effective function.

2. The State Board of Education should review existing education research and conduct original research to identify correlates of student achievement, particularly in Mississippi. One portion of this research should address the relation between administrative salary spending and student achievement, controlling for students' socioeconomic background. The board should use its own data bases on school inputs and student outcomes in Mississippi to conduct this portion of the study. (See, for example, "Paying for Public Education: New Evidence on How and Why Money Matters," Ronald F. Ferguson, *Harvard Journal on Legislation*, Vol. 28:465-498, 1991.) The board's study should identify funding areas (e.g., teacher experience) in which additional funding is likely to improve student learning and should provide empirical evidence to support the existence of these relationships in Mississippi. The Board of Education should submit a report on this research to the Legislature prior to the 1995 Legislative Session.

The Legislature has expressed its intent to consider restructuring the Minimum Program in FY 1994 and has mandated a study on the Minimum Program [Senate Bill 2844 and Senate Bill 2849, 1993 Regular Session]. S. B. 2844 states an intent to consider salary revisions for certificated personnel during the 1994 Session. Information from the proposed study of school inputs could provide a research base for legislative consideration of changes in the salary structure and other features of the Minimum Program.

3. Based on the above research and any additional research that might be necessary, the State Board of Education should provide guidelines to the school districts regarding optimum levels of administrative salary spending and optimum use of administrative resources to improve instruction. The board should provide these guidelines to the school districts for their use in preparing FY 1996 district budgets.
4. If the State Board of Education or the Legislature chooses to cap districts' administrative salary expenditures, regulations establishing these caps should include a provision that would allow the State Board of Education to grant limited exemptions to petitioning districts. The board should base any exemption on quantitative data demonstrating that directing the funds in question (the amount by which the district exceeds the cap) to another area of expenditure as opposed to administrative salaries would negatively impact the district's ability to deliver high-quality instructional services. The board should grant exemptions only for limited periods.
5. If the Legislature chooses to cap administrative salaries, it should consider expressing the statewide per-pupil cap as a percent of the average Mississippi classroom teacher's salary for the most recent year for which data are available. For example, a FY 1994 cap of \$200 and \$225 would be expressed as 0.82% and 0.92%, respectively, of the FY 1992 average classroom teacher's salary (\$24,367 excluding fringe benefits). Using a percentage of an expenditure related to instruction instead of a specific dollar amount would avoid any need for amending the law or board policy as the value of the dollar changes with inflation.
6. If the Legislature chooses to cap administrative salaries, it should consider requiring the districts to minimize loss of federal funds.
7. If the Legislature would prefer an alternative to capping administrative salary spending, it should consider establishing incentives to encourage school districts to retain or increase current levels of efficiency. For example, the Legislature could designate that a specified portion of the funds currently appropriated to the Minimum Program supportive services category be used by the State Board of Education to match some portion of the difference between the per-pupil administrative salary cap and the district's prior year administrative salary expenditure per pupil. This match would be available only to districts spending less than the cap. That is, the Legislature might direct the State Board of Education to reserve \$2 million of the Minimum Program's FY 1995 supportive services appropriation (\$102,187,604 in FY 1994), thus decreasing by \$2 million the supportive services funds available for allocation to districts on

the basis of teacher units. A district whose administrative salary spending was \$20 per pupil less than the cap in FY 1993 might receive an additional \$10 per pupil (1/2 the amount below the cap) in supportive services funding in FY 1995. This allocation would be over and above the supportive services funding the district would receive on the basis of teacher units. The district would be required to use matching funds for classroom instruction.

This incentive program could stand alone or accompany a mandatory cap. Coupled with a cap on administrative salary spending, this program would encourage efficient districts to remain efficient instead of increasing administrative expenditures to the level permitted by the cap.

This approach also might reduce the extent to which districts differ in their per-pupil spending. Districts that currently spend less on administrative salaries tend to be the same districts that spend less per pupil overall. By redistributing state Minimum Program funds to supplement instructional spending in these districts, the state could enhance the level of equity in its funding system.

## Appendix A

### Job Titles Included in the Category "Central Office Administrators and Principals"

PEER included the following job titles in the category "central office administrators and principals" established by the requesting legislator. The list includes executive and other professional positions whose responsibilities are described as district-level in the *Manual of Instructions for the Mississippi Personnel/Accreditation Data Report* published by the Mississippi Department of Education. The list excludes clerks, secretaries, bus drivers and other staff positions.

Note that throughout this report, results for individual districts reflect the districts' choices in coding jobs of district personnel. If a school district used a position to perform district-wide work in FY 1992 but coded the position as school-based (as opposed to using one of the district-level positions listed here), the salary for that position would not be reflected in this report's data on central office personnel. That district's administrative salary spending as reported herein would be lower than the district's actual spending. Also, if a district used the assistant principal code, which was not included in this report's "central office administrators and principals" category, for staff with the duties of a principal, which was included, that district's administrative salary total for purposes of this report would be lower than it should be. However, PEER's detailed examination of data from the most extreme districts (those with highest and lowest per-pupil expenditures) indicates an absence of inconsistencies in the districts' use of position codes that would be serious enough to invalidate the data base used in this analysis.

Program Developer	Asst. Supervisor/Curriculum Coordinator (Sec.)
Curriculum Coordinator	Supervisor, Guidance
Referral-to-Placement Coordinator	Supervisor, Health and P.E.
Superintendent, Cons/Sep. Dist	Supervisor, Kindergarten
Superintendent, County	Supervisor, Media/Library
Superintendent, Assistant (Deputy)	Supervisor, Music Education
Director, Federal Programs	Supervisor, Reading
Asst. Director, Federal Programs	Supervisor, Special Education
Director, Vocational Programs	Asst. Supervisor, Special Education
Asst. Director, Vocational Programs	Accountant/Bookkeeper
Director, Athletics	Architect/Engineer
Director, Finance/Business Manager	Attorney
Director/Supervisor/Coordinator, Curriculum/Instr.	Auditor
Director, Personnel	Custodial Service Dir./Supervisor (Dist.)
Director/Supervisor, Transportation	Data Processing Programmer/Analysts
Director, Student Assessment (Testing)	Drug Specialist
Director, Adult Education	Food Service Director/Supervisor
Director, Plants (Buildings)	Nurse
Director, Data Processing	Nurse Aide
Director, Driver Education	Purchasing Agent
Director, Maintenance	Grounds Worker
Coordinator/Supervisor, Gifted	Computer Operator
Coordinator, Staff Development	Assistant Director, Food Service
Supervisor, Art Education	Communications
Supervisor/Curriculum Coordinator (Elem.)	Graphic Arts
Asst. Supervisor/Curriculum Coordinator (Elem.)	Public Relations/Information
Supervisor/Curriculum Coordinator (Sec.)	Security
	Principal

**Appendix B**

**FY 1992 Central Office Administrators' and Principals' Salaries and  
Full-Time Equivalent Positions by District**

County	District	Central Office Administrators' and Principals' Salaries				Full-Time Equivalent (FTE) Central Office Administrators and Principals of Administrators				Average Salary Avg.
		Pupils (Avg Daily Attendance)		Total	Amount	Per Pupil	County	FTEs	Total	
		Total	Amount	% Above (Below) Avg	Average	FTEs	Total	FTEs	Amount (Below) Avg	% Above (Below)
Adams	Natchez-Adams School District	5,363	\$1,611,849	\$301	51%	\$301	50.8	9.5	48%	\$31,728
Alcorn	Alcorn School District	9,837	\$741,056	\$198	(3%)	\$297	21.0	5.5	(14%)	\$35,288
Corinth School District	1,908	\$447,799	\$235	18%			12.4	6.5	2%	\$35,979
Anite	Anite Co School District	2,118	\$460,836	\$218	9%	\$218	13.6	6.4	1%	\$33,771
Attala	Attala Co School District	1,325	\$342,499	\$259	29%	\$221	12.6	9.5	49%	\$27,097
Benton	Kosciusko School District	2,038	\$399,922	\$196	(2%)		11.5	5.7	(11%)	\$34,639
Benton Co School District	1,423	\$310,116	\$218	9%	\$218	13.5	9.5	48%	\$22,983	
Bolivar	West Bolivar School District	1,474	\$447,769	\$304	52%	\$284	13.0	8.8	38%	\$34,444
Bolivar Consolidated Sch Dist #2	334	\$161,415	\$484	142%			5.6	16.7	161%	\$28,997
North Bolivar School District	1,063	\$360,333	\$339	70%			10.4	9.8	53%	\$34,553
Cleveland School District	4,359	\$909,338	\$209	4%			28.5	6.5	2%	\$31,907
Shaw School District	886	\$285,809	\$289	45%			9.0	10.2	69%	\$28,423
Mound Bayou Public Schools	1,080	\$295,373	\$274	37%			13.0	12.0	88%	\$22,721
Calhoun Co School District	2,621	\$540,205	\$206	3%			26.0	7.6	19%	\$27,010
Carroll	Carroll Co School District	1,219	\$318,517	\$261	31%	\$261	10.0	8.2	28%	\$31,852
Chickasaw	Chickasaw Co School District	454	\$169,438	\$373	87%	\$223	7.0	15.4	141%	\$24,216
Houston Separate School District	2,016	\$363,638	\$180	(10%)			12.0	6.0	(7%)	\$30,303
Okolona Separate School District	1,174	\$280,378	\$239	20%			10.0	8.5	33%	\$28,038
Choctaw	Choctaw Co School District	1,928	\$336,339	\$174	(13%)	\$174	10.8	5.6	(13%)	\$31,189
Clairborne	Clairborne Co School District	2,084	\$692,569	\$332	66%	\$332	22.0	10.6	65%	\$31,480
Clarke	Enterprise School District	773	\$212,311	\$275	38%	\$224	8.0	10.3	62%	\$26,539
Quitman School District	2,438	\$607,548	\$208	4%			16.7	6.8	7%	\$30,453
Clay	Clay Co School District	645	\$222,437	\$408	105%	\$213	9.0	16.6	169%	\$24,656
West Point School District	3,696	\$677,708	\$183	(8%)			19.4	5.2	(18%)	\$34,978
Coahoma	Coahoma Co School District	2,326	\$618,643	\$265	33%	\$236	21.2	9.1	42%	\$29,222
Clarkdale Separate School Dist	4,264	\$896,105	\$220	10%			30.0	7.0	10%	\$31,204
Copiah	Copiah Co School District	3,163	\$594,081	\$198	(6%)	\$183	17.7	6.6	(12%)	\$33,627
Hazlehurst City School District	1,765	\$308,067	\$175	(13%)			12.5	7.1	11%	\$24,645
Covington	Covington County Schools	3,520	\$552,824	\$157	(21%)	\$157	17.8	6.1	(21%)	\$31,058
DeSoto	DeSoto County School District	13,215	\$1,969,337	\$148	(26%)	\$148	72.7	6.5	(14%)	\$26,951
Forrest	Forrest County School District	2,488	\$564,960	\$227	14%	\$228	16.6	6.7	4%	\$34,116
Hattiesburg Public School District	5,175	\$1,318,095	\$255	28%			35.0	6.8	6%	\$37,660
Petal	Petal School District	3,010	\$553,645	\$184	(8%)		16.5	5.5	(14%)	\$33,554
Franklin	Franklin County School District	1,680	\$407,075	\$242	21%	\$242	12.0	7.1	12%	\$33,923
George	George County School District	3,423	\$434,896	\$127	(36%)	\$127	15.0	4.4	(31%)	\$28,993
Greene	Greene County School District	2,019	\$418,799	\$207	4%	\$207	13.4	6.6	3%	\$31,364
Grenada	Grenada School District	3,856	\$799,693	\$207	4%	\$207	21.4	5.5	(13%)	\$37,340
Hancock	Hancock Co School District	2,510	\$518,746	\$207	4%	\$211	18.0	7.2	12%	\$28,819

Appendix B (Continued)

County	District	Central Office Administrators' and Principals' Salaries				Full-Time Equivalent (FTE) Central Office Administrators and Principals				Average Salary of Administrators	
		Pupils (Avg Daily Attendance)		Per Pupil		Total FTEs		Per 1,000 Pupils		Amount (Below) % Above	
		Total	Amount Per Pupil	% Above (Below)	Avg	County	Average	Total	FTEs	(Below) Avg	Avg
Bay St Louis-Waveland Sch Dist	2,105	\$457,012	\$217	9%				16.1	7.2	13%	\$30,180 (3%)
Harrison	10,243	\$1,430,731	\$146	(30%)	\$194	44.0	4.3	(33%)	\$32,481	4%	
Harrison Co School District	6,287	\$1,481,016	\$228	14%		41.0	6.5	2%	\$34,903	12%	
Biloxi Public School District	5,887	\$1,428,403	\$243	22%		44.0	7.5	17%	\$32,464	4%	
Gulfport School District	3,417	\$577,795	\$169	(15%)		18.0	5.3	(18%)	\$32,100	3%	
Long Beach School District	1,346	\$412,442	\$306	63%		12.0	8.9	89%	\$34,370	10%	
Pasc Christian Public School Dist	4,960	\$1,019,780	\$206	3%	\$236	31.4	6.3	(1%)	\$32,526	4%	
Hinds	30,594	\$7,811,390	\$255	28%		283.0	9.3	45%	\$27,602	(12%)	
Hinds County School District	4,932	\$706,259	\$143	(28%)		15.6	3.2	(61%)	\$45,321	45%	
Holmes	4,083	\$758,730	\$186	(7%)	\$190	26.0	6.4	0%	\$29,182	(7%)	
Durant Public School District	659	\$144,207	\$217	10%		4.7	7.2	12%	\$30,602	(2%)	
Humphreys	2,488	\$7479,598	\$198	(3%)	\$193	16.9	6.8	6%	\$28,956	(9%)	
Humphreys County School District	2,836	\$463,964	\$160	(20%)	\$160	13.8	4.9	(24%)	\$32,786	5%	
Itawamba	7,504	\$1,850,286	\$247	23%		67.0	7.6	19%			
Jackson	6,087	\$1,166,017	\$192	(4%)	\$211	37.9	6.2	(3%)	\$30,798	(1%)	
Moss Point Separate School District	5,289	\$1,030,035	\$196	(2%)		29.0	5.5	(14%)	\$35,518	14%	
Ocean Springs School District	3,884	\$748,597	\$198	(3%)		27.0	7.0	9%	\$27,730	(11%)	
Pascagoula Separate School Dist	1,372	\$374,523	\$273	37%	\$235	15.5	11.3	77%	\$24,163	(23%)	
Jasper	1,874	\$887,753	\$207	4%		12.0	6.4	0%	\$32,313	3%	
West Jasper Cons Sch District	1,980	\$432,904	\$219	10%	\$219	17.0	8.6	34%	\$25,465	(18%)	
Jefferson	2,877	\$501,095	\$174	(13%)	\$174	14.0	4.9	(24%)	\$35,792	15%	
Jefferson Davis Co School District	8,102	\$1,185,464	\$146	(27%)	\$190	35.1	4.3	(32%)	\$33,750	8%	
Jones	3,036	\$935,564	\$308	54%		24.9	8.2	28%	\$37,618	20%	
Kemper	1,665	\$392,733	\$200	0%	\$200	12.2	7.3	15%	\$27,273	(13%)	
Lafayette	2,009	\$295,959	\$147	(26%)	\$186	10.6	5.3	(18%)	\$28,057	(10%)	
Oxford School District	2,547	\$550,134	\$216	8%		14.5	5.7	(11%)	\$38,014	22%	
Lamar	5,230	\$783,301	\$150	(25%)	\$162	24.1	4.6	(28%)	\$32,541	4%	
Kemper County School District	913	\$214,362	\$235	18%		7.0	7.7	20%	\$30,567	(2%)	
Lauderdale	6,645	\$883,731	\$138	(33%)	\$185	27.8	4.2	(35%)	\$31,825	2%	
Meridian Public School District	7,393	\$1,709,203	\$231	16%		61.0	8.3	29%	\$28,020	(10%)	
Lawrence	2,622	\$504,148	\$192	(4%)	\$192	16.5	6.3	(2%)	\$30,624	(2%)	
Leake	3,140	\$651,510	\$208	4%	\$208	22.0	7.0	10%	\$29,614	(5%)	
Lee	5,063	\$692,983	\$137	(31%)	\$175	19.7	3.9	(39%)	\$35,236	13%	
Nettleton School District	1,337	\$265,008	\$198	(1%)		9.0	6.7	5%	\$29,445	(6%)	
Tupelo Public School District	6,532	\$1,307,325	\$200	0%		32.8	5.0	(22%)	\$39,918	28%	
Le Flore County School District	3,231	\$761,921	\$236	18%	\$222	30.0	9.3	45%	\$25,397	(19%)	
Greenwood Public School District	4,172	\$877,849	\$210	5%		27.0	6.5	1%	\$32,513	4%	
Lincoln	2,507	\$378,694	\$151	(24%)	\$168	11.6	4.6	(27%)	\$32,538	4%	

Appendix B (Continued)

County	District	Central Office Administrators' and Principals' Salaries				Full-Time Equivalent (FTE) Central Office Administrators and Principals				Average Salary of Administrators			
		Pupils (Avg Daily Attendance)		Per Pupil		Total FTEs		Per 1,000 Pupils		Amount (Below Avg)		% Above Avg	
		Total	Amount	% Above	County	Avg	Total	FTEs	(Below Avg)	Amount	% Above	(Below Avg)	% Above
<b>Lorain</b>	Brookhaven School District	3,473	\$628,322	\$181	(9%)		20.3		6.8	(9%)	\$31,028	(1%)	
<b>Lorain</b>	Lorain County School District	4,953	\$841,187	\$170	(15%)	\$208	24.5	4.9	(23%)	\$34,334	0%		
<b>Madison</b>	Columbus Municipal School Dist	5,654	\$1,340,285	\$237	19%		36.2	6.4	0%	\$36,977	18%		
<b>Madison</b>	Madison County School District	5,455	\$821,684	\$151	(25%)	\$172	22.5	4.1	(35%)	\$36,519	17%		
<b>Marion</b>	Canton Public School District	3,418	\$701,077	\$205	3%		20.1	6.9	(8%)	\$34,836	12%		
<b>Marion</b>	Marion County School District	3,006	\$407,502	\$196	(32%)	\$187	11.4	3.8	(41%)	\$35,868	16%		
<b>Marshall</b>	Columbia School District	1,929	\$515,149	\$267	34%		15.8	8.2	28%	\$32,604	4%		
<b>Marshall</b>	Marshall County School District	3,281	\$494,270	\$161	(25%)	\$179	18.5	6.6	(12%)	\$26,717	(14%)		
<b>Holly Springs School District</b>		1,829	\$421,008	\$230	18%		13.2	7.2	13%	\$31,834	2%		
<b>Monroe</b>	Monroe County School District	2,479	\$512,230	\$207	4%	\$215	13.4	6.4	(15%)	\$38,235	22%		
<b>Aberdeen Separate School District</b>		2,243	\$465,895	\$208	4%		13.0	5.8	(9%)	\$35,838	15%		
<b>Amory School District</b>		1,647	\$390,718	\$237	19%		11.9	7.2	13%	\$32,874	5%		
<b>Montgomery</b>	Montgomery County School District	891	\$253,103	\$284	42%	\$237	9.5	10.7	67%	\$26,642	(15%)		
<b>Winona Separate School District</b>		1,392	\$288,189	\$207	4%		10.0	7.2	12%	\$28,819	(8%)		
<b>Nebraska</b>	Neshoba County School District	2,746	\$195,446	\$71	(64%)	\$104	8.0	2.9	(54%)	\$24,431	(22%)		
<b>Philadelphia Public School District</b>		1,212	\$214,792	\$177	(11%)		7.6	6.2	(3%)	\$28,49	(9%)		
<b>Newton</b>	Newton County School District	1,604	\$372,400	\$232	16%	\$220	13.0	8.1	27%	\$28,646	(8%)		
<b>Newton</b>	Newton Municipal School District	1,267	\$301,895	\$238	19%		8.7	6.8	7%	\$34,817	11%		
<b>Union</b>	Union Public School District	840	\$141,900	\$169	(15%)		5.0	6.0	(7%)	\$28,380	(9%)		
<b>Northumberland</b>	Noxubee County School District	2,332	\$423,442	\$182	(9%)	\$182	13.8	5.9	(7%)	\$30,684	(2%)		
<b>Oktibbeha</b>	Oktibbeha County School District	1,616	\$490,560	\$304	62%	\$223	16.0	9.9	55%	\$30,660	(2%)		
<b>Starkville School District</b>		3,920	\$741,627	\$189	(5%)		23.0	5.9	(8%)	\$32,245	3%		
<b>Panola</b>	North Panola Consolidated Sch Dist	2,206	\$561,047	\$254	27%	\$215	18.0	8.2	28%	\$31,169	0%		
<b>South Panola School District</b>		4,236	\$822,158	\$194	(3%)		24.6	5.8	(9%)	\$33,489	7%		
<b>Pearl River</b>	Pearl River County School District	1,921	\$815,769	\$164	(18%)	\$168	12.0	6.2	(2%)	\$26,313	(16%)		
<b>Picayune School District</b>		3,688	\$676,293	\$156	(22%)		17.9	4.9	(24%)	\$32,113	3%		
<b>Poplarville Separate School Dist</b>		1,756	\$847,168	\$193	(1%)		11.6	6.6	3%	\$29,971	(4%)		
<b>Perry</b>	Perry County School District	1,443	\$299,237	\$207	4%	\$206	12.0	8.3	30%	\$24,936	(20%)		
<b>McCormick</b>	Richton School District	952	\$192,961	\$203	2%		9.6	9.9	55%	\$20,409	(35%)		
<b>Pike</b>	North Pike School District	1,369	\$228,796	\$167	(16%)	\$202	7.8	5.7	(11%)	\$29,443	(6%)		
<b>Prentiss</b>	South Pike School District	2,712	\$492,624	\$182	(9%)		13.0	4.8	(25%)	\$37,894	21%		
<b>Pontotoc</b>	McComb School District	3,277	\$762,246	\$233	17%		21.7	6.6	3%	\$35,181	13%		
<b>Pontotoc</b>	Pontotoc County School District	2,427	\$390,237	\$167	(22%)	\$179	12.0	4.9	(23%)	\$31,686	1%		
<b>Pontotoc</b>	Pontotoc City Schools	1,792	\$373,527	\$208	4%		11.2	6.2	(2%)	\$33,351	7%		
<b>Prentiss</b>	Prentiss County School District	2,499	\$603,460	\$241	21%	\$250	22.5	9.0	41%	\$26,820	(14%)		
<b>Baldwyn Separate School District</b>		1,011	\$255,396	\$253	27%		8.3	8.2	28%	\$30,889	(1%)		
<b>Bonneville School District</b>		1,087	\$288,524	\$265	33%		9.0	8.3	29%	\$32,058	3%		
<b>Quitman</b>	Quitman County School District	1,914	\$438,647	\$229	16%	\$228	15.0	7.8	23%	\$29,243	(6%)		

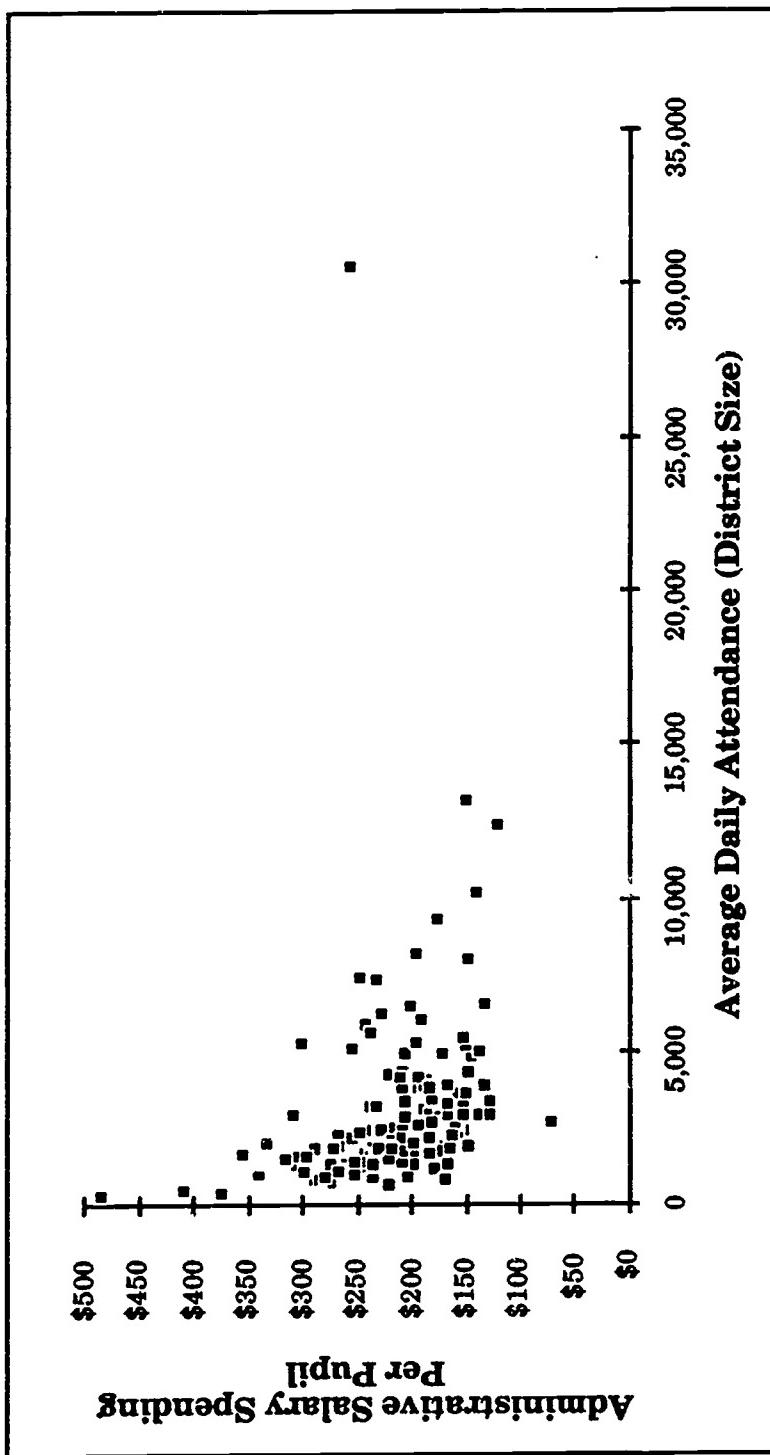
Appendix B (Continued)

County	Central Office Administrators' and Principals' Salaries					Full-Time Equivalent (FTE) Central Office Administrators and Principals of Administrators					Average Salary	
	Pupils (Avg Daily Attendance)		Total Amount	Per Pupil	% Above Average	County FTEs	Total FTEs	Per 1,000 Pupils	% Above Avg	Amount (Below Avg)	% Above Avg	
	District	(Avg Daily Attendance)		Per Pupil (Below Avg)					(Below Avg)			
<b>Rankin</b>	Rankin County School District	12,476	\$1,484,644	\$119	(40%)	\$122	43.0	3.4	(46%)	\$34,527	11%	
Pearl	Pearl Public School District	9,921	\$519,732	\$133	(34%)		15.0	3.8	(40%)	\$34,649	11%	
Scott	Scott County School District	3,698	\$546,575	\$148	(26%)	\$159	17.6	4.7	(26%)	\$31,125	0%	
Forest	Forest Municipal School District	1,712	\$313,560	\$183	(8%)		2.0	5.3	(18%)	\$34,840	12%	
Sharkey	South Delta Sch List	1,879	\$508,085	\$270	35%	\$270	2.9	5.2	(18%)	\$51,545	65%	
Simpson	Simpson County School District	4,354	\$637,791	\$146	(27%)	\$146	21.6	4.9	(23%)	\$29,661	(5%)	
Smith	Smith County School District	3,003	\$386,329	\$127	(37%)	\$127	14.0	4.7	(27%)	\$27,166	(18%)	
Stone	Stone County School District	2,260	\$413,802	\$183	(8%)	\$183	17.0	7.5	18%	\$24,341	(22%)	
Sunflower	Sunflower County School District	2,366	\$586,930	\$248	24%	\$216	18.5	7.8	22%	\$31,759	2%	
Drew	Drew School District	1,122	\$334,883	\$298	49%		12.0	10.7	67%	\$27,903	(11%)	
Indiana	Indiana School District	3,251	\$536,875	\$165	(17%)		16.5	5.1	(21%)	\$32,538	4%	
Tallahatchie	E Tallahatchie Cons School District	1,679	\$347,665	\$220	10%	\$233	14.0	8.9	39%	\$24,826	(20%)	
W	W Tallahatchie Cons School Dist	1,437	\$254,734	\$247	24%		12.5	8.7	36%	\$28,379	(9%)	
Tate	Tate County School District	2,885	\$588,514	\$204	2%	\$220	19.0	6.6	3%	\$20,974	(1%)	
Senatobia	Senatobia Municipal School District	1,462	\$369,467	\$263	27%		11.9	8.2	28%	\$20,963	(1%)	
Tippah	North Tippah School District	1,313	\$309,316	\$236	18%	\$185	9.2	7.0	10%	\$33,634	8%	
South Tippah	South Tippah School District	2,628	\$420,132	\$160	(20%)		11.9	4.5	(23%)	\$25,318	13%	
Tishomingo	Tishomingo County School District	3,023	\$501,945	\$166	(17%)	\$166	14.0	4.6	(28%)	\$25,853	15%	
Tunica	Tunica School District	1,860	\$553,426	\$288	44%	\$288	18.5	10.0	56%	\$28,834	(8%)	
Union	Union County School District	2,313	\$372,937	\$161	(19%)	\$187	12.3	5.3	(17%)	\$30,355	(3%)	
New Albany	New Albany Public Schools	1,867	\$406,874	\$218	9%		11.6	6.2	(3%)	\$25,136	13%	
Walton	Walton County School District	2,965	\$451,376	\$162	(24%)	\$152	16.2	5.5	(16%)	\$27,906	(11%)	
Warren	Vicksburg Warren School District	9,358	\$1,663,504	\$177	(12%)	\$177	65.5	5.9	(7%)	\$29,793	(5%)	
Washington	Hollandale School District	1,364	\$321,168	\$235	18%	\$219	10.6	7.8	22%	\$30,299	(3%)	
Leland	Leland Consolidated School District	1,727	\$602,838	\$163	77%		19.5	11.3	7%	\$31,279	0%	
Western	Western Line School District	2,162	\$428,579	\$198	(1%)		13.9	6.4	1%	\$30,796	(1%)	
Greenville	Greenville Public Schools	8,259	\$1,604,224	\$194	(3%)		51.0	6.2	(3%)	\$31,455	1%	
Wayne	Wayne County School District	3,942	\$654,871	\$168	(17%)	\$168	24.0	6.1	(6%)	\$27,286	(13%)	
Weberter	Weberter County School District	2,027	\$401,633	\$198	(1%)	\$198	15.0	7.4	16%	\$26,776	(14%)	
Wilkinson	Wilkinson County School District	1,637	\$482,600	\$295	43%	\$295	14.0	8.6	34%	\$34,471	10%	
Winetka	Louisville Municipal School Dist	3,818	\$702,768	\$184	(8%)	\$184	19.9	5.2	(26%)	\$35,322	13%	
Yelobusha	Coffeeville School District	941	\$260,985	\$277	39%	\$211	7.5	8.0	25%	\$34,798	11%	
Water Valley	Water Valley School District	1,398	\$231,326	\$166	(17%)		6.9	4.9	(23%)	\$33,526	7%	
Yazoo	Yazoo County School District	1,647	\$489,438	\$316	58%	\$213	15.2	9.8	54%	\$32,200	3%	
Yazoo City	Yazoo City Separate School District	3,356	\$555,358	\$165	(17%)		17.3	5.2	(19%)	\$32,128	3%	
<b>TOTAL</b>		<b>471,786</b>	<b>\$9,198,341*</b>				<b>3,016.6</b>					
AVERAGE				\$200	0%		\$200	0%	6.4	0%	\$31,227	0%

\*Total FY 1992 administrative salary expenditure with fringe benefits was approximately \$110,200,000.

### Appendix C

**Scattergram Showing Relation Between District Size and Per-Pupil Spending for Administrative Salaries**



SOURCE: PEER Analysis of Mississippi Department of Education Data.

## **Appendix D**

### **Economies of Scale**

All districts, regardless of size, have a certain minimum level of staffing to perform essential program and support functions. Specifically, all Mississippi districts had at least six central office and principals' positions in FY 1992. The quotients referred to in this report as "administrative positions per 1,000 pupils" and "per-pupil expenditure" are obtained by dividing the total salaries for these positions by the number of students served (or, in the case of positions per 1,000 pupils, by 1/1,000th of the number of pupils served). These quotients generally are high for extremely small districts and lower for districts distributing administrative services across a larger student body. Appendix C (page 40), which shows the per-student cost of central office and principals' services (vertical axis) in relation to district size (horizontal axis), demonstrates this effect, known as economies of scale. Because larger districts generally spend less per pupil than do smaller districts, the size of the student body is related to districts' administrative expenditure per pupil, as well as to the number of administrators per pupil (or per 1,000 pupils).

## **Appendix E**

### **Limitations of Study on the Relation Between Administrative Spending and Student Performance**

Ideally, school boards, legislators and citizens would know how many central office administrators at what professional levels are needed to perform the functions necessary for school effectiveness in a district of a given size. Under ideal conditions, Mississippi educators also would know precisely how those administrators should use the resources available to them (time, personnel, money, materials) to bring about the desired learning effects. If this information were available, evaluators would measure districts' economy, efficiency and effectiveness in administrative staffing by comparing current staffing and activities with measurable staffing standards, as well as with process and outcome standards. However, no definitive information currently is available to guide school boards, the Legislature or the public in determining how many administrators are needed, in establishing salaries and assignments for central office administrators, or in establishing expectations regarding student outcomes.

In the absence of such information, PEER conducted the study described in the body of this report to seek evidence of any relation between administrative salary spending and student outcomes. The study is considered "limited" for the following reasons:

- the study was based on salary expenditures only; it omitted other important (but unreported) factors, such as central office administrators' and principals' work assignments and the nature and quality of their interaction with teachers and students;
- the study used data from standardized tests, which do not measure students' achievement in some important segments of the domain of goals and objectives that schools attempt to achieve; e.g., standardized tests do not measure students' ability to solve complex problems or their willingness to be good citizens;
- the study used data on the proportion of students eligible for free and reduced price lunch as a measure of students' socioeconomic status (a variable that had to be controlled because it is related to student achievement). School lunch data serves as an indirect and somewhat imprecise indicator of the socioeconomic backgrounds of the students in a district because
  - it is not collected or intended for use in such a comparison, and
  - its validity depends in part on the extent to which the eligible low-income students in a district applied for free and reduced-price lunch, the accuracy of eligibility determination and reporting in each district, and other important factors.

PEER used data on free and reduced price lunch because it is the best indicator available to measure students' socioeconomic status.

**Central Office Administrators' and Principals' Salaries by District:  
FY 1992 and Proposed (With Cap Only)\***

Appendix F

County	District	Pupils (ADA)	FY 1992 Salary Total	Avg/Pupil	Total	Proposed Salary (Cap Only) Dist Avg/Pup.	Co Avg/Pup.	Salary Only	Potential Savings Sal. & Fr. Ben.
<b>Adams</b>	Natchez-Adams School District	5,963	\$1,611,849	\$301	\$1,072,516	\$200	\$200	\$539,333	\$631,020
<b>Alcorn</b>	Alcorn School District	3,837	\$741,056	\$193	\$741,056	\$193	\$204	\$0	\$0
<b>Corinth School District</b>	1,908	\$447,799	\$235	\$429,257	\$225	\$18,541	\$18,541	\$0	\$21,693
<b>Anite</b>	Amite Co School District	2,118	\$460,836	\$218	\$460,836	\$218	\$218	\$0	\$0
<b>Attala</b>	Attala Co School District	1,325	\$392,499	\$295	\$298,046	\$225	\$208	\$44,453	\$52,010
<b>Kosciusko School District</b>	2,038	\$399,922	\$196	\$399,922	\$196	\$0	\$0	\$0	\$0
<b>Benton</b>	Benton Co School District	1,423	\$310,116	\$218	\$310,116	\$218	\$218	\$0	\$0
<b>Bolivar</b>	West Bolivar School District	1,474	\$442,769	\$304	\$381,540	\$225	\$213	\$116,229	\$135,988
<b>Bolivar Consolidated Sch Dist #2</b>	334	\$161,415	\$484	\$75,112	\$225	\$86,303	\$100,974	\$14,671	\$14,671
<b>North Bolivar School District</b>	1,063	\$360,393	\$339	\$239,137	\$225	\$121,197	\$141,800	\$20,603	\$20,603
<b>Cleveland School District</b>	4,359	\$902,338	\$209	\$871,866	\$200	\$37,472	\$43,842	\$6,370	\$6,370
<b>Shaw School District</b>	886	\$255,809	\$289	\$199,285	\$225	\$56,524	\$66,183	\$9,660	\$9,660
<b>Mound Bayou Public Schools</b>	1,080	\$284,373	\$274	\$242,971	\$225	\$52,402	\$61,311	\$8,909	\$8,909
<b>Calhoun Co School District</b>	2,621	\$540,205	\$206	\$540,205	\$206	\$0	\$0	\$0	\$0
<b>Carroll</b>	Carroll Co School District	1,219	\$318,517	\$261	\$274,205	\$225	\$225	\$44,312	\$51,845
<b>Chickasaw</b>	Chickasaw Co School District	454	\$169,488	\$373	\$102,213	\$225	\$200	\$67,225	\$78,654
<b>Houston Separate School District</b>	2,016	\$363,638	\$180	\$363,638	\$180	\$0	\$0	\$0	\$0
<b>Okolona Separate School District</b>	1,174	\$280,378	\$239	\$264,186	\$225	\$16,192	\$18,345	\$2,153	\$2,153
<b>Choctaw</b>	Choctaw Co School District	1,928	\$336,339	\$174	\$336,339	\$174	\$174	\$0	\$0
<b>Clayborne</b>	Clayborne Co School District	2,084	\$692,569	\$392	\$468,970	\$225	\$225	\$223,599	\$261,611
<b>Clarke</b>	Enterprise School District	773	\$212,311	\$275	\$173,952	\$225	\$212	\$38,359	\$44,880
<b>Quitman School District</b>	2,438	\$507,548	\$208	\$507,548	\$208	\$0	\$0	\$0	\$0
<b>Clay</b>	Clay Co School District	545	\$222,437	\$408	\$122,540	\$225	\$189	\$99,898	\$116,880
<b>West Point School District</b>	3,696	\$677,708	\$183	\$677,708	\$183	\$0	\$0	\$0	\$0
<b>Cochran</b>	Cochran Co School District	2,326	\$618,643	\$266	\$523,256	\$225	\$209	\$95,387	\$111,603
<b>Clarkdale Separate School District</b>	4,264	\$936,105	\$220	\$862,742	\$200	\$83,363	\$97,535	\$4,172	\$4,172
<b>Copiah</b>	Copiah Co School District	3,153	\$594,081	\$188	\$594,081	\$188	\$183	\$0	\$0
<b>Hazlehurst City School District</b>	1,765	\$308,067	\$175	\$308,067	\$175	\$0	\$0	\$0	\$0
<b>Covington</b>	Covington County Schools	3,520	\$562,824	\$167	\$562,824	\$157	\$157	\$0	\$0
<b>Desoto</b>	Desoto County School District	13,215	\$1,959,337	\$148	\$1,969,337	\$148	\$148	\$0	\$0
<b>Forrest</b>	Forrest County School District	2,488	\$564,980	\$227	\$559,895	\$225	\$201	\$5,085	\$5,950
<b>Hattiesburg Public School District</b>	5,175	\$1,318,095	\$265	\$1,034,932	\$200	\$283,163	\$311,301	\$27,938	\$27,938
<b>Petal School District</b>	3,010	\$553,645	\$184	\$553,645	\$184	\$0	\$0	\$0	\$0
<b>Franklin</b>	Franklin County School District	1,680	\$407,076	\$242	\$378,011	\$225	\$225	\$29,064	\$34,005
<b>George</b>	George County School District	3,423	\$434,896	\$127	\$434,896	\$127	\$127	\$0	\$0
<b>Greene</b>	Greene County School District	2,019	\$418,799	\$207	\$418,799	\$207	\$207	\$0	\$0
<b>Grenada</b>	Grenada School District	3,866	\$799,693	\$207	\$773,284	\$200	\$200	\$26,439	\$30,933
<b>Hancock</b>	Hancock Co School District	2,510	\$518,746	\$207	\$518,746	\$207	\$211	\$0	\$0

Appendix F (Continued)

County	District	Pupils (ADA)	FY 1992 Salary Total	Avg/Pupil	Total	Dist Avg/Pup.	Co Avg/Pup.	Salary Only	Potential Savings
Bay St Louis	Waveland Sch Dist	2,105	\$457,012	\$217	\$457,012	\$217	\$217	\$0	\$0
<b>Harrison</b>	Harrison Co School District	10,243	\$1,430,731	\$140	\$1,430,731	\$140	\$175	\$0	\$0
Biloxi	Public School District	6,287	\$1,431,016	\$228	\$1,267,482	\$200	\$173,534	\$203,035	\$203,035
Gulfport	School District	5,887	\$1,428,403	\$243	\$1,177,456	\$200	\$250,947	\$283,608	\$283,608
Long Beach	School District	3,417	\$577,795	\$169	\$577,795	\$169	\$0	\$0	\$0
Pass Christian	Public School Dist	1,346	\$412,442	\$306	\$302,850	\$225	\$109,592	\$128,223	\$128,223
Hinds	County School District	4,960	\$1,019,780	\$206	\$991,958	\$200	\$193	\$27,822	\$32,552
Jackson	Public School District	30,694	\$7,811,390	\$255	\$6,118,768	\$200	\$1,692,622	\$1,980,368	\$1,980,368
Clinton	Public School District	4,982	\$706,259	\$143	\$706,259	\$143	\$0	\$0	\$0
<b>Holmes</b>	Holmes County School District	4,083	\$758,730	\$186	\$758,730	\$186	\$190	\$0	\$0
Durant	Public School District	659	\$144,207	\$219	\$144,207	\$219	\$0	\$0	\$0
Humphreys	Humphreys County School District	2,488	\$479,593	\$193	\$479,593	\$193	\$193	\$0	\$0
Itawamba	Itawamba County School District	2,836	\$463,964	\$160	\$463,964	\$160	\$160	\$0	\$0
Jackson	Jackson County School District	6,087	\$1,166,017	\$192	\$1,166,017	\$192	\$195	\$0	\$0
Moss Point	Separate School District	5,289	\$1,030,035	\$195	\$1,030,035	\$195	\$0	\$0	\$0
Ocean Springs	School District	3,884	\$748,697	\$193	\$748,697	\$193	\$0	\$0	\$0
Pascagoula	Separate School District	7,504	\$1,856,286	\$247	\$1,500,750	\$200	\$349,506	\$408,922	\$408,922
<b>Jasper</b>	East Jasper Consolidated Sch Dist	1,372	\$374,523	\$273	\$308,684	\$225	\$215	\$65,839	\$77,031
	West Jasper Cons Sch District	1,874	\$387,753	\$207	\$387,753	\$207	\$0	\$0	\$0
<b>Jefferson</b>	Jefferson County School District	1,980	\$432,904	\$219	\$432,904	\$219	\$219	\$0	\$0
<b>Jeff Davis</b>	Jefferson Davis Co School District	2,877	\$501,085	\$174	\$501,085	\$174	\$174	\$0	\$0
<b>Jones</b>	Jones County School District	8,102	\$1,185,464	\$146	\$1,185,464	\$146	\$168	\$0	\$0
Lamar	Laurel School District	3,036	\$986,564	\$308	\$683,003	\$225	\$252,561	\$295,497	\$295,497
Blount	Kemper County School District	1,665	\$392,753	\$200	\$392,753	\$200	\$200	\$0	\$0
Lafayette	Lafayette County School District	2,009	\$296,969	\$147	\$295,969	\$147	\$168	\$0	\$0
Oxford	School District	2,547	\$550,134	\$216	\$550,134	\$216	\$0	\$0	\$0
Lamar	Lamar County School District	5,230	\$783,301	\$150	\$783,301	\$150	\$161	\$0	\$0
Lumberton	Public School District	913	\$214,962	\$235	\$205,425	\$225	\$8,937	\$10,456	\$10,456
Lauderdale	Lauderdale County School Dist	6,645	\$883,731	\$133	\$883,731	\$133	\$168	\$0	\$0
Meridian	Public School District	7,393	\$1,709,203	\$231	\$1,478,538	\$200	\$230,615	\$269,820	\$269,820
<b>Lawrence</b>	Lawrence County School District	2,622	\$504,148	\$192	\$504,148	\$192	\$192	\$0	\$0
Leake	Leake County School District	3,140	\$651,510	\$208	\$651,510	\$208	\$208	\$0	\$0
Lee	Lee County School District	5,063	\$692,963	\$137	\$692,963	\$137	\$175	\$0	\$0
	Nettleton School District	1,337	\$265,008	\$198	\$265,008	\$198	\$0	\$0	\$0
Tupelo	Public School District	6,532	\$1,307,325	\$200	\$1,306,400	\$200	\$225	\$225	\$1,082
<b>Leflore</b>	Leflore County School District	3,231	\$761,921	\$236	\$726,908	\$211	\$35,014	\$40,966	\$40,966
Greenwood	Public School District	4,172	\$877,849	\$210	\$834,418	\$200	\$43,431	\$50,814	\$50,814
<b>Lincoln</b>	Lincoln County School District	2,507	\$378,694	\$151	\$378,694	\$151	\$168	\$0	\$0

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Appendix F (Continued)

County	District	Pupils (ADA)	FY 1992 Salary			Proposed Salary (Cap Only)			Potential Savings	
			Total	Avg/Pupil	Total	Dist Avg/Pup.	Co Avg/Pup.	Salary Only	Sal. & Fr. Ben.	
Brownwood	Brookhaven School District	3,473	\$628,322	\$181	\$628,322	\$181	\$181	\$0	\$0	
Lowndes	Lowndes County School District	4,953	\$841,187	\$170	\$841,187	\$170	\$186	\$0	\$0	
Columbus	Columbus Municipal School District	5,654	\$1,340,285	\$237	\$1,130,852	\$200	\$200	\$209,433	\$245,037	
Madison	Madison County School District	5,455	\$821,684	\$151	\$821,684	\$151	\$172	\$0	\$0	
Canton	Canton Public School District	3,418	\$701,077	\$205	\$701,077	\$205	\$205	\$0	\$0	
Marion	Marion County School District	3,006	\$407,502	\$136	\$407,502	\$136	\$171	\$0	\$0	
Columbia	Columbia School District	1,929	\$515,149	\$267	\$494,968	\$225	\$225	\$81,081	\$94,865	
Marshall	Marshall County School District	3,281	\$494,270	\$151	\$494,270	\$151	\$177	\$0	\$0	
Holly Springs	Holly Springs School District	1,829	\$421,008	\$230	\$411,631	\$225	\$225	\$9,378	\$10,972	
Monroe	Monroe County School District	2,479	\$612,230	\$207	\$512,230	\$207	\$212	\$0	\$0	
Aberdeen	Aberdeen Separate School District	2,243	\$465,895	\$208	\$465,895	\$208	\$208	\$0	\$0	
Amory	Amory School District	1,647	\$390,718	\$237	\$370,586	\$225	\$225	\$20,132	\$23,554	
Montgomery	Montgomery County School District	891	\$283,103	\$284	\$290,561	\$225	\$214	\$52,542	\$61,474	
Winona	Winona Separate School District	1,392	\$288,189	\$207	\$288,189	\$207	\$207	\$0	\$0	
Nebraska	Neshoba County School District	2,746	\$196,446	\$71	\$195,446	\$71	\$104	\$0	\$0	
Philadelphia	Philadelphia Public School District	1,212	\$214,792	\$177	\$214,792	\$177	\$177	\$0	\$0	
Newton	Newton County School District	1,604	\$372,400	\$232	\$360,893	\$225	\$225	\$212	\$11,507	
Newton	Newton Municipal School District	1,267	\$301,895	\$238	\$285,017	\$225	\$225	\$16,879	\$19,748	
Union	Union Public School District	840	\$141,900	\$169	\$141,900	\$169	\$169	\$0	\$0	
Noxubee	Noxubee County School District	2,332	\$423,442	\$182	\$423,442	\$182	\$182	\$0	\$0	
Oktibbeha	Oktibbeha County School District	1,616	\$400,560	\$204	\$363,596	\$225	\$225	\$200	\$126,965	
Panola	Starkville School District	3,920	\$741,627	\$189	\$741,627	\$189	\$189	\$0	\$0	
South Panola	North Panola Consolidated Sch Dist	2,206	\$561,047	\$254	\$496,269	\$225	\$225	\$205	\$75,750	
South Panola	South Panola School District	4,236	\$822,188	\$194	\$822,188	\$194	\$194	\$64,778	\$148,948	
Pearl River	Pearl River County School District	1,921	\$315,759	\$164	\$315,759	\$164	\$164	\$0	\$0	
Picayune	Picayune School District	3,688	\$576,293	\$156	\$576,293	\$156	\$156	\$0	\$0	
Poplarville	Poplarville Separate School Dist	1,766	\$347,168	\$198	\$347,168	\$198	\$198	\$0	\$0	
Perry	Perry County School District	1,443	\$295,237	\$207	\$299,237	\$207	\$207	\$206	\$0	
Richton	Richton School District	962	\$192,981	\$203	\$192,981	\$203	\$192,981	\$0	\$0	
Pike	North Pike School District	1,369	\$228,796	\$167	\$228,796	\$167	\$186	\$0	\$0	
South Pike	South Pike School District	2,712	\$432,624	\$182	\$492,624	\$182	\$182	\$0	\$0	
McComb	McComb School District	3,277	\$762,246	\$233	\$737,228	\$225	\$225	\$25,017	\$29,270	
Pontotoc	Pontotoc County School District	2,427	\$360,237	\$157	\$380,237	\$157	\$179	\$0	\$0	
Pontotoc	Pontotoc City Schools	1,792	\$373,527	\$208	\$373,527	\$208	\$208	\$0	\$0	
Prentiss	Prentiss County School District	2,499	\$603,460	\$241	\$562,327	\$225	\$225	\$41,133	\$48,125	
Baldwyn	Baldwyn Separate School District	1,011	\$265,396	\$253	\$227,491	\$225	\$225	\$27,905	\$32,649	
Booneville	Booneville School District	1,087	\$288,524	\$285	\$244,611	\$225	\$225	\$43,913	\$51,378	
Quitman	Quitman County School District	1,914	\$438,647	\$229	\$430,616	\$225	\$225	\$8,031	\$9,396	

Appendix F (Continued)

County	District	Pupils (ADA)	FY 1992 Salary Total	Avg/Pupil	Total	Dist Avg/Pup.	Co Avg/Pup.	Proposed Salary (Cap Only)	Salary Only	Potential Savings
<b>Rankin</b>	Rankin County School District	12,476	\$1,484,644	\$119	\$1,484,644	\$119	\$122	\$0	\$0	\$0
	Pearl Public School District	3,921	\$519,732	\$133	\$519,732	\$133	\$0	\$0	\$0	\$0
<b>Scott</b>	Scott County School District	3,698	\$546,575	\$148	\$546,575	\$148	\$159	\$0	\$0	\$0
	Forest Municipal School District	1,712	\$313,560	\$183	\$313,560	\$183	\$225	\$85,415	\$99,936	\$0
<b>Sharkey</b>	South Delta Sch Dist	1,879	\$508,085	\$270	\$422,669	\$225	\$225	\$0	\$0	\$0
<b>Simpson</b>	Simpson County School District	4,354	\$637,791	\$146	\$637,791	\$146	\$148	\$0	\$0	\$0
<b>Smith</b>	Smith County School District	3,008	\$380,829	\$127	\$380,829	\$127	\$127	\$0	\$0	\$0
<b>Stone</b>	Stone County School District	2,260	\$413,802	\$183	\$413,802	\$183	\$183	\$0	\$0	\$0
<b>Sunflower</b>	Sunflower County School District	2,366	\$585,950	\$248	\$532,292	\$225	\$198	\$53,659	\$62,781	\$0
	Drew School District	1,122	\$334,833	\$298	\$252,432	\$225	\$225	\$82,401	\$96,409	\$0
	Indiana School District	3,251	\$536,875	\$165	\$536,875	\$165	\$0	\$0	\$0	\$0
	E Tallahatchie Coosa School District	1,579	\$947,565	\$220	\$347,665	\$220	\$222	\$0	\$0	\$0
	W Tallahatchie Cons School District	1,437	\$384,734	\$247	\$323,945	\$225	\$225	\$31,389	\$36,725	\$0
<b>Tate</b>	Tate County School District	2,898	\$589,514	\$204	\$589,514	\$204	\$204	\$0	\$0	\$0
	Senatobia Municipal School District	1,462	\$369,467	\$253	\$328,892	\$225	\$225	\$40,576	\$47,473	\$0
<b>Tipperah</b>	North Tipperah School District	1,913	\$309,916	\$236	\$295,484	\$225	\$192	\$13,833	\$16,184	\$0
	South Tipperah School District	2,628	\$420,132	\$160	\$420,132	\$160	\$160	\$0	\$0	\$0
<b>Tishomingo</b>	Tishomingo County School District	3,023	\$501,945	\$166	\$501,945	\$166	\$168	\$0	\$0	\$0
<b>Tunica</b>	Tunica School District	1,850	\$559,426	\$288	\$416,232	\$225	\$225	\$117,194	\$137,117	\$0
<b>Union</b>	Union County School District	2,913	\$372,937	\$161	\$372,937	\$161	\$167	\$0	\$0	\$0
	New Albany Public Schools	1,867	\$406,874	\$218	\$406,874	\$218	\$218	\$0	\$0	\$0
<b>Walton</b>	Walton County School District	2,965	\$451,375	\$162	\$451,375	\$162	\$162	\$0	\$0	\$0
<b>Warren</b>	Vicksburg-Warren School District	9,358	\$1,653,504	\$177	\$1,653,504	\$177	\$177	\$0	\$0	\$0
<b>Washington</b>	Hollandale School District	1,364	\$391,168	\$235	\$306,532	\$225	\$202	\$14,237	\$16,657	\$0
	Leland Consolidated School District	1,727	\$609,938	\$353	\$389,472	\$225	\$225	\$221,467	\$259,116	\$0
	Western Line School District	2,162	\$428,579	\$198	\$428,579	\$198	\$198	\$0	\$0	\$0
	Greenville Public Schools	8,259	\$1,604,224	\$194	\$1,604,224	\$194	\$194	\$0	\$0	\$0
<b>Wayne</b>	Wayne County School District	3,942	\$654,871	\$166	\$654,871	\$166	\$168	\$0	\$0	\$0
<b>Webster</b>	Webster County School District	2,027	\$401,638	\$198	\$401,638	\$198	\$198	\$0	\$0	\$0
<b>Wilkinson</b>	Wilkinson County School District	1,637	\$462,600	\$295	\$368,262	\$225	\$225	\$114,338	\$133,775	\$0
<b>Winston</b>	Louisville Municipal School Dist	3,818	\$702,758	\$184	\$702,758	\$184	\$184	\$0	\$0	\$0
<b>Yelobusha</b>	Cofferville School District	941	\$260,965	\$277	\$211,750	\$225	\$190	\$49,235	\$57,605	\$0
	Water Valley School District	1,396	\$231,326	\$166	\$231,326	\$166	\$166	\$0	\$0	\$0
<b>Yazoo</b>	Yazoo County School District	1,547	\$469,438	\$316	\$348,120	\$225	\$184	\$141,318	\$165,342	\$0
	Yazoo City Separate School District	3,356	\$555,358	\$165	\$555,358	\$165	\$165	\$0	\$0	\$0
	<b>TOTAL</b>	471,786	<b>\$94,198,341*</b>		<b>\$87,168,704</b>		<b>\$185</b>	<b>\$7,029,638</b>	<b>\$8,224,676</b>	
	<b>AVERAGE</b>				<b>\$200</b>		<b>\$185</b>	<b>\$185</b>		

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Appendix F (Continued)

County	District	Pupils (ADA)	FY 1992 Salary			Proposed Salary (Cap Only)			Potential Savings	
			Total	Avg/Pupil	Total	Dist Avg/Pup.	Co Avg/Pup.	Salary Only	Sal. & Fr. Ben.	
<b>TOTAL</b>		<b>471,786</b>	<b>\$94,198,341**</b>		<b>\$87,168,704</b>			<b>\$7,059,638</b>		<b>\$8,224,676</b>
<b>AVERAGE</b>					<b>\$200</b>		<b>\$185</b>		<b>\$185</b>	

\* Proposal: Cap salary spending for central office administrators and principals at \$200 per pupil for districts with average daily attendance (ADA) greater than 3,500 and \$225 per pupil for smaller districts.

Assumptions:

- Proposed cap = \$225 per pupil for central office and principals' salaries for districts smaller than 3,500 students in ADA and \$200 per pupil for districts larger than 3,500 students\*.
- A district that spent less per pupil in FY 1992 than the proposed cap would retain its FY 1992 per-pupil spending level. A district that spent more per pupil than the cap would reduce its spending for central office administrators' and principals' salaries to the level permitted by the cap.
- District size is the 1992 average daily attendance for the district. No consolidation is assumed.

\*\* Total FY 1992 administrative salary expenditure with fringe benefits was approximately \$110,200,000.

**Appendix G**

**Central Office Administrators and principals' Salaries by District:  
FY 1992 and Proposed (With Consolidation and Cap)\***

County	Pupils (ADA)	FY 1992 Salary		Proposed Sal. (Consol. & Cap)		Potential Savings
		Total	Avg/Pupil	Total	Avg/Pupil	
Adams	5,363	\$1,611,849	\$301	\$1,072,516	\$200	\$539,333
Alcorn	5,745	\$1,188,855	\$207	\$1,149,000	\$200	\$39,855
Anite	2,118	\$460,836	\$218	\$460,836	\$218	\$0
Attala	3,362	\$742,422	\$221	\$742,422	\$221	\$0
Benton	1,423	\$310,116	\$218	\$310,116	\$213	\$0
Bolivar	9,195	\$2,430,037	\$264	\$1,839,016	\$200	\$591,021
Calhoun	2,621	\$540,205	\$206	\$540,205	\$206	\$0
Carroll	1,219	\$318,517	\$261	\$274,205	\$225	\$44,312
Chickasaw	3,644	\$813,454	\$223	\$728,834	\$200	\$84,620
Choctaw	1,928	\$336,339	\$174	\$336,339	\$174	\$0
Claiborne	2,084	\$692,569	\$332	\$468,970	\$225	\$223,599
Clarke	3,211	\$719,859	\$224	\$719,859	\$224	\$0
Clay	4,241	\$900,145	\$212	\$848,202	\$200	\$51,943
Coahoma	6,589	\$1,554,748	\$236	\$1,317,858	\$200	\$236,890
Copiah	4,918	\$902,148	\$183	\$902,148	\$183	\$0
Covington	3,520	\$552,824	\$157	\$552,824	\$157	\$0
DeSoto	13,215	\$1,959,337	\$148	\$1,959,337	\$148	\$0
Forrest	10,674	\$2,436,720	\$228	\$2,134,704	\$200	\$302,016
Franklin	1,680	\$407,075	\$242	\$378,011	\$225	\$29,064
George	3,423	\$424,896	\$127	\$424,896	\$127	\$0
Greene	2,019	\$418,739	\$207	\$418,739	\$207	\$0
Grenada	3,866	\$759,693	\$207	\$773,254	\$200	\$26,439
Hancock	4,615	\$975,758	\$211	\$923,008	\$200	\$52,750
Harrison	27,181	\$5,280,387	\$194	\$5,280,387	\$194	\$0
Hinds	40,485	\$9,537,429	\$236	\$8,097,072	\$200	\$1,440,357
Holmes	4,741	\$902,937	\$190	\$902,937	\$190	\$0
Humphreys	2,488	\$479,593	\$193	\$479,593	\$193	\$0
Itawamba	2,836	\$453,964	\$160	\$453,964	\$160	\$0
Jackson	22,765	\$4,795,035	\$211	\$4,552,910	\$200	\$242,125
Jasper	3,246	\$762,276	\$235	\$730,350	\$225	\$31,926
Jefferson	1,980	\$432,904	\$219	\$432,904	\$219	\$0
Jefferson Davis	2,877	\$501,085	\$174	\$501,085	\$174	\$0
Jones	11,138	\$2,121,028	\$190	\$2,121,028	\$190	\$0
Kemper	1,665	\$332,733	\$200	\$332,733	\$200	\$0
Lafayette	4,556	\$846,134	\$186	\$846,134	\$186	\$0
Lamar	6,143	\$997,663	\$162	\$997,663	\$162	\$0
Lauderdale	14,038	\$2,592,934	\$185	\$2,592,934	\$185	\$0

Appendix G (Continued)

County	Pupils (ADA)	FY 1992 Salary Total	Avg/Pupil	Total	Avg/Pupil	Proposed Sal. (Const. & Cap)	Potential Savings
Lawrence	2,622	\$504,148	\$192	\$504,148	\$192	\$192	\$0
Leake	3,140	\$651,510	\$208	\$651,510	\$208	\$0	\$0
Lee	12,932	\$2,265,316	\$175	\$2,265,316	\$175	\$0	\$0
Leflore	7,403	\$1,639,770	\$222	\$1,480,558	\$200	\$159,212	\$186,278
Lincoln	5,979	\$1,007,016	\$168	\$1,007,016	\$168	\$0	\$0
Lowndes	10,607	\$2,181,472	\$206	\$2,121,450	\$200	\$60,022	\$70,226
Madison	8,873	\$1,522,760	\$172	\$1,522,760	\$172	\$0	\$0
Marion	4,935	\$922,651	\$187	\$922,651	\$187	\$0	\$0
Marshall	5,111	\$915,278	\$179	\$915,278	\$179	\$0	\$0
Monroe	6,369	\$1,368,843	\$215	\$1,273,826	\$200	\$95,017	\$111,170
Montgomery	2,284	\$541,282	\$237	\$513,851	\$225	\$27,441	\$32,106
Neshoba	3,959	\$410,238	\$104	\$410,238	\$104	\$0	\$0
Newton	3,710	\$816,195	\$220	\$742,050	\$200	\$74,145	\$86,750
Noxubee	2,332	\$423,442	\$182	\$423,442	\$182	\$0	\$0
Oktibbeha	6,536	\$1,232,187	\$223	\$1,107,160	\$200	\$125,027	\$146,282
Panola	6,442	\$1,383,205	\$215	\$1,288,346	\$200	\$94,859	\$110,985
Pearl River	7,365	\$1,239,219	\$168	\$1,239,219	\$168	\$0	\$0
Perry	2,394	\$492,198	\$206	\$492,198	\$206	\$0	\$0
Pike	7,358	\$1,483,666	\$202	\$1,471,524	\$200	\$12,142	\$14,206
Pontotoc	4,219	\$753,764	\$179	\$753,764	\$179	\$0	\$0
Prentiss	4,597	\$1,147,379	\$250	\$919,492	\$200	\$227,887	\$266,628
Quitman	1,914	\$438,647	\$229	\$430,616	\$225	\$8,031	\$9,396
Rankin	16,396	\$2,004,376	\$122	\$2,004,376	\$122	\$0	\$0
Scott	5,410	\$860,135	\$159	\$860,135	\$159	\$0	\$0
Sharkey-Issaquena	1,879	\$508,035	\$270	\$422,669	\$225	\$85,415	\$99,936
Simpson	4,354	\$637,791	\$146	\$637,791	\$146	\$0	\$0
Smith	3,003	\$380,329	\$127	\$380,329	\$127	\$0	\$0
Stone	2,260	\$413,802	\$183	\$413,802	\$183	\$0	\$0
Sunflower	6,738	\$1,457,658	\$216	\$1,347,692	\$200	\$109,966	\$128,660
Tallahatchie	3,016	\$702,299	\$233	\$678,564	\$225	\$23,735	\$27,770
Tate	4,346	\$967,981	\$220	\$869,288	\$200	\$88,693	\$103,771
Tippah	3,941	\$729,448	\$185	\$729,448	\$185	\$0	\$0
Tishomingo	3,023	\$501,945	\$166	\$501,945	\$166	\$0	\$0
Tunica	1,850	\$533,426	\$288	\$416,232	\$225	\$117,194	\$137,117
Union	4,181	\$779,811	\$187	\$779,811	\$187	\$0	\$0
Walthall	2,965	\$451,375	\$152	\$451,375	\$152	\$0	\$0
Warren	9,358	\$1,653,504	\$177	\$1,653,504	\$177	\$0	\$0

Appendix G (Continued)

County	Pupils (ADA)	FY 1992 Salary Total	Avg/Pupil	Proposed Sal. (Consol. & Cap) Total	Avg/Pupil	Potential Savings Salary Only	Sal. & Fr. Ben.
Washington	13,511	\$2,963,909	\$219	\$2,702,262	\$200	\$261,647	\$306,127
Wayne	3,942	\$654,871	\$166	\$654,871	\$166	\$0	\$0
Webster	2,027	\$401,633	\$198	\$401,633	\$198	\$0	\$0
Wilkinson	1,637	\$482,600	\$295	\$369,262	\$225	\$114,338	\$133,775
Winston	3,818	\$702,758	\$184	\$702,758	\$184	\$0	\$0
Yelobusha	2,337	\$492,311	\$211	\$492,311	\$211	\$0	\$0
Yazoo	4,904	\$1,044,796	\$213	\$980,708	\$200	\$64,088	\$74,983
<b>TOTAL</b>	<b>471,786</b>	<b>\$94,198,341**</b>		<b>\$88,513,233</b>		<b>\$5,685,108</b>	<b>\$6,651,576</b>
<b>AVERAGE</b>			<b>\$200</b>			<b>\$188</b>	

\* Proposal: Authorize all multi-district counties to consolidate districts to form one district per county. Cap salary spending for central office administrators and principals at \$200 per pupil for districts with average daily attendance (ADA) greater than 3,500 and \$225 per pupil for smaller districts.

**Assumptions:**

- Proposed cap = \$225 per pupil for central office and principals' salaries for districts smaller than 3,500 students in ADA and \$200 per pupil for districts larger than 3,500 students.
- A county whose component districts spent less per pupil in FY 1992 than the proposed cap would retain its FY 1992 per-pupil spending level. A county that spent more per pupil than the cap would reduce its spending for central office administrators' and principals' salaries to the level permitted by the cap.
- For a multi-district county the spending levels and attendance of its component districts were combined to arrive at FY 1992 per-pupil spending for a hypothetical county-wide district.
- District size is the combined 1992 average daily attendance for the hypothetical county-wide district.

\*\* Total FY 1992 administrative salary expenditure with fringe benefits was approximately \$110,200,000.

**Central Office Administrators' and Principals' Salaries by County For All Component Districts:  
FY 1992 and Proposed (With Cap and Partial Consolidation)\***

(All Districts)	County	Total Pupils (ADA)	FY 1992		Proposed W/Cap*	Potential Savings From Cap (With Fringe Benefits)	Add'l Savings From Partial Consolidation	Total Potential Savings (With Fringe Benefits)
			Total Salary	W/Cap*				
Adams		5,363	\$1,611,849	\$1,072,516	\$631,020	\$0	\$631,020	
Aldoorn		5,745	\$1,188,355	\$1,170,313	\$21,693	\$24,937	\$46,630	
Anite		2,118	\$460,836	\$460,836	\$0	\$0	\$0	
Attala		3,362	\$742,422	\$697,969	\$52,010	\$0	\$52,010	
Benton		1,423	\$310,116	\$310,116	\$0	\$0	\$0	
Bolivar		9,195	\$2,430,037	\$1,959,910	\$550,048	\$141,446	\$691,494	
Calhoun		2,621	\$540,205	\$540,205	\$0	\$0	\$0	
Carroll		1,219	\$318,517	\$274,205	\$51,845	\$0	\$51,845	
Chickasaw		3,644	\$813,454	\$730,037	\$97,598	\$1,408	\$99,006	
Choctaw		1,928	\$336,339	\$336,339	\$0	\$0	\$0	
Claiborne		2,084	\$692,569	\$468,970	\$261,611	\$0	\$261,611	
Clarke		3,211	\$719,859	\$681,500	\$14,880	\$0	\$44,880	
Clay		4,241	\$900,145	\$800,248	\$116,880	\$0	\$116,880	
Coahoma		6,589	\$1,554,748	\$1,375,998	\$209,138	\$68,023	\$277,161	
Copiah		4,918	\$902,148	\$902,148	\$0	\$0	\$0	
Covington		3,520	\$552,824	\$552,824	\$0	\$0	\$0	
DeSoto		13,215	\$1,959,337	\$1,959,337	\$0	\$0	\$0	
Forrest		10,674	\$2,426,720	\$2,148,472	\$337,251	\$16,108	\$353,358	
Franklin		1,680	\$407,075	\$378,011	\$34,005	\$0	\$34,005	
George		3,423	\$434,896	\$434,896	\$0	\$0	\$0	
Greene		2,019	\$418,799	\$418,799	\$0	\$0	\$0	
Grenada		3,866	\$799,693	\$773,254	\$30,933	\$0	\$30,933	
Hancock		4,615	\$975,758	\$975,758	\$0	\$61,717	\$61,717	
Harrison		27,181	\$5,280,387	\$4,746,314	\$624,865	\$0	\$624,865	
Hinds		40,485	\$9,537,429	\$7,816,985	\$2,012,919	\$0	\$2,012,919	
Holmes		4,741	\$902,937	\$902,937	\$0	\$0	\$0	
Humphreys		2,488	\$479,593	\$479,593	\$0	\$0	\$0	
Itawamba		2,836	\$453,964	\$453,964	\$0	\$0	\$0	
Jackson		22,765	\$4,795,035	\$4,445,529	\$408,922	\$0	\$408,922	
Jasper		3,246	\$762,276	\$696,437	\$77,031	\$0	\$77,031	
Jefferson		1,980	\$432,904	\$432,904	\$0	\$0	\$0	
Jefferson Davis		2,877	\$501,085	\$501,085	\$0	\$0	\$0	
Jones		11,138	\$2,121,028	\$1,868,467	\$295,497	\$0	\$295,497	
Kemper		1,665	\$332,733	\$332,733	\$0	\$0	\$0	
Lafayette		4,556	\$846,134	\$846,134	\$0	\$0	\$0	
Lamar		6,143	\$997,663	\$988,726	\$10,456	\$0	\$10,456	

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Appendix H (Continued)

County (All Districts)	Total	FY 1992 Pupils (ADA)	Proposed Total Salary W/Cap*	Potential Savings From Cap (With Fringe Benefits)	Add'l Savings From Partial Consolidation	Savings (With Fringe Benefits)	Total Potential
Lauderdale	14,038	\$2,592,934	\$2,362,319	\$269,820	\$0	\$269,820	
Lawrence	2,622	\$504,148	\$504,148	\$0	\$0	\$0	\$0
Leake	3,140	\$651,510	\$651,510	\$0	\$0	\$0	\$0
Lee	12,932	\$2,265,316	\$2,264,391	\$1,082	\$0	\$1,082	
Le Flore	7,403	\$1,639,770	\$1,561,326	\$91,780	\$94,498	\$186,278	
Lincoln	5,979	\$1,007,016	\$1,007,016	\$0	\$0	\$0	\$0
Lowndes	10,607	\$2,181,472	\$1,972,039	\$245,037	\$0	\$245,037	
Madison	8,873	\$1,522,760	\$1,522,760	\$0	\$0	\$0	\$0
Marietta	4,935	\$922,651	\$841,570	\$94,865	\$0	\$94,865	
Marshall	5,111	\$915,278	\$905,901	\$10,972	\$0	\$10,972	
Monroe	6,369	\$1,368,843	\$1,348,711	\$23,554	\$87,615	\$111,170	
Montgomery	2,284	\$541,292	\$488,750	\$61,474	\$0	\$61,474	
Newton	3,959	\$410,238	\$410,238	\$0	\$0	\$0	
Noxubee	3,710	\$816,195	\$787,810	\$33,211	\$53,539	\$86,750	
Oktibbeha	2,332	\$423,442	\$423,442	\$0	\$0	\$0	
Panola	5,536	\$1,232,187	\$1,105,223	\$148,548	\$0	\$148,548	
Pearl River	6,442	\$1,383,205	\$1,218,427	\$75,790	\$35,195	\$110,985	
Perry	7,365	\$1,229,219	\$1,229,219	\$0	\$0	\$0	
Pike	2,394	\$492,198	\$492,198	\$0	\$0	\$0	
Pontotoc	4,219	\$753,764	\$753,764	\$0	\$0	\$0	
Prentiss	4,597	\$1,147,379	\$1,034,429	\$132,152	\$134,476	\$266,628	
Quitman	1,914	\$428,647	\$420,616	\$9,396	\$0	\$9,396	
Rankin	16,396	\$2,004,376	\$2,004,376	\$0	\$0	\$0	
Scott	5,410	\$860,135	\$860,135	\$0	\$0	\$0	
Sharkey-Issaquena	1,879	\$508,085	\$422,669	\$99,936	\$0	\$99,936	
Simpson	4,354	\$637,791	\$637,791	\$0	\$0	\$0	
Smith	3,003	\$380,329	\$380,329	\$0	\$0	\$0	
Stone	2,260	\$413,802	\$413,802	\$0	\$0	\$0	
Sunflower	6,738	\$1,457,658	\$1,321,598	\$159,190	\$0	\$159,190	
Tallahatchie	3,016	\$702,299	\$670,910	\$36,725	\$0	\$36,725	
Tate	4,346	\$957,981	\$917,406	\$47,473	\$56,297	\$103,771	
Tippah	3,941	\$729,448	\$715,616	\$16,184	\$0	\$16,184	
Tishomingo	3,023	\$501,945	\$501,945	\$0	\$0	\$0	
Tunica	1,850	\$533,426	\$416,232	\$137,117	\$0	\$137,117	
Union	4,181	\$779,811	\$779,811	\$0	\$0	\$0	

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County (All Districts)	Total Pupils (ADA)	FY 1992 Total Salary	Proposed W/Cap*	Potential Savings From Cap (With Fringe Benefits)	Add'l Savings From Partial Consolidation	Total Potential Savings (With Fringe Benefits)
Waithall	2,965	\$451,375	\$451,375	\$0	\$0	\$0
Warren	9,358	\$1,653,504	\$1,653,504	\$0	\$0	\$0
Washington	13,511	\$2,963,909	\$2,728,206	\$275,773	\$30,354	\$306,127
Wayne	3,942	\$654,871	\$654,871	\$0	\$0	\$0
Webster	2,027	\$401,633	\$401,633	\$0	\$0	\$0
Wilkinson	1,637	\$482,600	\$368,262	\$133,775	\$0	\$133,775
Winston	3,818	\$702,758	\$702,758	\$0	\$0	\$0
Yalobusha	2,337	\$492,311	\$443,076	\$57,605	\$0	\$57,605
Yazoo	4,904	\$1,044,796	\$903,478	\$165,342	\$0	\$165,342
<b>TOTAL</b>	<b>471,788</b>	<b>\$94,198,341**</b>	<b>\$87,168,704</b>	<b>\$8,224,676</b>	<b>\$805,613</b>	<b>\$9,030,289</b>

- \* **Proposal:** Authorizes all multi-district counties to consolidate districts to form one district per county.
- Cap salary spending for central office administrators and principals at \$200 per pupil for districts with average daily attendance (ADA) greater than 3,500 and \$225 per pupil for smaller districts.
- Partial Consolidation: County-wide consolidation of all districts in counties in which a combination of consolidation and the proposed cap would result in savings greater than those for the cap alone.

**Assumptions:**

- Proposed cap = \$225 per pupil for central office and principals' salaries for districts smaller than 3,500 students in ADA and \$200 per pupil for districts larger than 3,500 students.
- A county whose component districts spent less per pupil in FY 1992 than the proposed cap would retain its FY 1992 per-pupil spending level. A county that spent more per pupil than the cap would reduce its spending for central office administrators' and principals' salaries to the level permitted by the cap.

\*\* Total FY 1992 administrative salary expenditure with fringe benefits was approximately \$110,200,000.

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## PEER Staff

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### Director

John W. Turcotte  
Janet Moore, Administrative  
Assistant

### Administrative Division

Steve Miller, General Counsel  
and Controller

Betty Heggy  
Ann Hutcherson  
Mary McNeill

### Planning and Support Division

Max Arinder, Chief  
Analyst

Sam Dawkins  
Patty Hassinger  
Larry Landrum  
Kathleen Sullivan  
Linda Triplett  
Ava Welborn

### Operations Division

James Barber, Chief  
Analyst

Ted Booth  
Barbara Hamilton  
Susan Harris  
Wayne Hegwood  
Kevin Humphreys  
Kelly Lockhart  
Helen McFall  
Joyce McCants  
Danny Miller  
Katherine Stark  
Larry Whiting